

ATTITUDES TOWARD WOMEN AS ADMINISTRATORS IN THE
DES MOINES, IOWA PUBLIC SCHOOLS

An abstract of a Field Report by
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The problem. In a profession dominated in numbers by women, few women find their way to the top. There are relatively few women in positions of leadership or administration in education. The purpose of this study was to determine the attitudes of the school related community toward women as administrators in the Des Moines, Iowa public schools.

Procedure. Five segments of the Des Moines community were the population for this study. Sample groups were taken from: (1) students in fourth, eighth, and eleventh grades; (2) parents of children in these grades; (3) teaching faculty from the schools attended by these students; (4) present administrators in these buildings; (5) personnel from the College of Education, Drake University. Sample groups were given an opinionnaire prepared by the author and consisting of twelve statements which describe tasks, roles or characteristics of administrators. Results were tabulated and the data analyzed. Textual summaries and tables appear in numerical and percentage form for ease of interpretation.

Findings. The study shows that men and women are considered equally able at public relations, at having ambition and a career commitment, at having insight into the needs of people. Women are perceived as working as well under women as under men, as being able to satisfy the community in assuming principalship of a school. Men and women are viewed as being equally able to make decisions and to organize effectively. Males are believed to be better disciplinarians by parents, students and older teachers, not, however, by the majority of the teaching faculty nor by administrators. Women are considered to be more sensitive, taking things more personally than men. Most segments of the study believed that young girls need successful women as models to emulate, and most segments also do not perceive the Des Moines schools as having a particular problem of sex bias or discrimination.

Conclusion. The findings of this study, when viewed as a whole, do not show any consistent negative attitudes toward women as administrators in the Des Moines, Iowa public schools. On most of the questions asked, men and women were regarded by the subjects as equally able to perform tasks of leadership.

ATTITUDES TOWARD WOMEN AS ADMINISTRATORS IN THE
DES MOINES, IOWA PUBLIC SCHOOLS

A Field Report
Presented to
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In Partial Fulfillment
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Master of Science in Education

by
Barbara Lenore Prior

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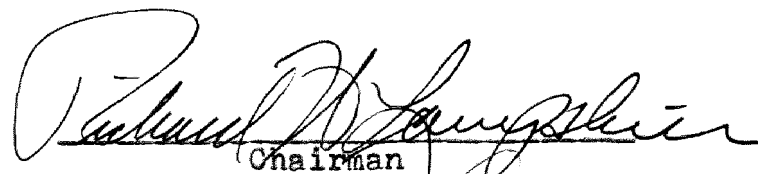
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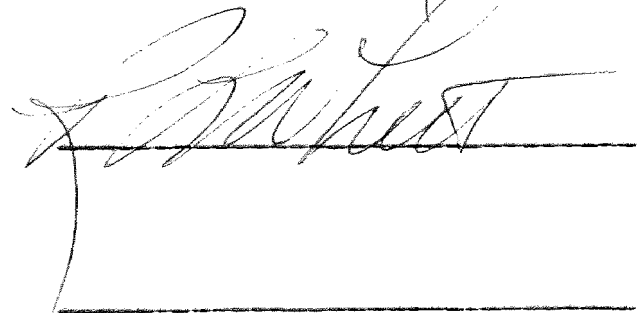
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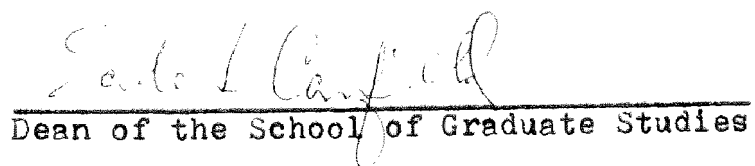

Dean of the School of Graduate Studies

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CHAPTER I

THE PROBLEM, QUESTIONS AND METHODOLOGY

THE PROBLEM

In a field dominated by women employees, education has few of these women in the decision-making, administrative positions. Education has seen significant trends in advancement practices over the past years: from 56 percent female elementary principals in the 1950's, through the 1960's where the numbers of men as elementary principals increased dramatically and where men continued to maintain their numbers as secondary principals in the United States, to the 1973 figures which show that 1.4 percent of the secondary school principals are women, and that 19.6 percent of the elementary school principals are women.¹ In the Des Moines, Iowa public secondary schools one out of twenty principals is a woman, in the elementary schools thirty-four of the forty-nine principals are men, fifteen women. For whatever reasons, advancement for men and women in the field of education is unequal.

Several areas are worthy of study and several are required to complete the picture describing women's role in

¹Barnard Johnston, ed., Education Yearbook (New York: The Macmillan Co. and Free Press, 1972), p. 552.

education's administration today. Lack of preparation must be considered, whether it results from the difficulties women confront in obtaining advanced degrees, or from an indifference on the part of women because the rewards for qualifying oneself seem so remote. The sometimes pressing needs of home and family must also be considered. Perhaps women, during their children's formative years, simply do not wish to accept the responsibilities that top-level jobs require. Mobility is another factor that discourages family women from seeking advancement. Society is so structured that families do not usually move to allow women to accept positions in other communities as advancement may require, and women do not make these decisions independently. Certainly basic to the problem are attitudes toward women in positions of administrative leadership. The societal attitudes relative to the school directly encompass five segments: students, parents, teaching faculty, presently employed administrative personnel, and teacher training institutions.

The purpose of this study is to determine the attitudes of the segments of the community cited above toward women as administrators.

QUESTIONS

The questions to be answered by this study are:

1. What are the attitudes of
 - a. students

- b. parents
- c. teaching faculty
- d. presently employed administrators
- e. teacher training institutions

in the Des Moines area and particularly in the Des Moines public schools, toward women administrators?

2. How do these attitudes differ from one group to another?

GENERAL METHODOLOGY

General Design

Permission to conduct this study was obtained from the office of the assistant superintendent of the Des Moines, Iowa public schools, Dr. Robert Denney. When permission was received to conduct the study, the first step in answering the two basic questions was identifying the groups to serve as respondents: student, faculty, parent, administrator, and university faculty. Once these groups were identified, the local schools from which the samples were to be drawn were contacted and procedures for implementation of the study were established with the acceptance and approval of the principals of the various schools involved. Approximately 295 respondents were included in the study, broken down into five segments. These are, again: students, parents, teaching faculty, presently employed administrators, and teacher training faculty.

A questionnaire/opinionnaire was designed by the author and constructed to elicit attitudes toward women as administrators in the public schools. There are five separate forms of the instrument, each seeking the same basic attitudes, but altered only enough to make it appropriate in wording to the segment to be questioned. Each was accompanied by a separate cover letter. The letter explained the purpose of the study and defined the groups taking part in the study. The five forms contained questions closely paralleling one another, thus making a valid comparison of the similarities and the differences of the responses by group. This instrument was validated before use in the study. Once validated, the members of each group were asked to fill out the questionnaire/opinionnaire.

Three weeks after the original mailing a follow-up letter was sent to those individuals not having replied. At the end of another two weeks analysis of the responses obtained began.

Results were tabulated to show (1) attitudes of the five groups sampled and (2) the differences in attitudes among groups. Comparisons were drawn to show attitudes at various age levels, of faculty having taught under principals of different sexes, of faculty with greater or fewer years of teaching experience, of faculty at various age levels and of different sexes, as well as differences which may be basic to the nature and identity of the group sampled; e.g.,

parents to students, parents to faculty, students to faculty, etc.

The data was analyzed and reported both in terms of comparative numbers and comparative percentages in tabular form, accompanied by a textual discussion, summary and conclusions.

Population and Sample

The population required for this study were the five school related segments of the community previously cited. They are, again: students, parents, teaching faculty, presently employed administrators and the teacher training institution.

The student group of 102 consists of fourth, eighth, and eleventh grade students from Des Moines, Iowa. These grade levels were chosen because they are "intermediate" levels of an elementary school (fourth), a junior high school (eighth), and a senior high school (eleventh). That is they are neither the youngest nor the oldest students within a building. The elementary school sample group for this study consists of one class of twenty-four, fourth grade students from a school which is considered as near "middle class" as can be subjectively designated, Elmwood School. The junior high sample was drawn from two schools and consists of two classes of eighth grade students, one class each from Kurtz and Weeks Junior Highs. The Kurtz class consists

of twenty-two students, the Weeks class of twenty-six. Since Kurtz Junior High in Des Moines is the only secondary school having a woman as principal, the second schools, Weeks Junior High's eighth grade was sampled, that school having a male as principal. The high school sample group was drawn from the eleventh grade students of Roosevelt High School and consisted of one class of thirty.

The parent group consists of parents of twenty-four fourth, forty-eight eighth, and thirty eleventh grade students whose children attend Elmwood, Kurtz, Weeks and Roosevelt. This total sample of 102, however, was not necessarily drawn from the parents of students in the same classes as those used for the student sample group, but was taken systematically from enrollment records at each of the schools participating. The total number required for the sample group was established and its percentage of the total parents figured. Twenty-four parents from a total of one hundred fourth grade parents at Elmwood, thus every fourth enrollment card was selected from the alphabetical list. Similar procedures were followed whenever a systematic sampling was made.

The teaching faculty group for the purposes of this study were the faculties of one elementary, two junior highs and one high school. The sample was drawn from the same four schools from which student and parent sample groups were taken. Because it consists of only sixteen members, the entire teaching faculty of Elmwood School was used as part

of the sample. The ratio of men to women on the faculty is 2:14, thus 12 percent of the faculty is male, 88 percent female. Replies were received from eleven members of this group, ten female and one male. The group included here, then, is 9 percent male and 91 percent female.

A within-sex systematic selection of sixteen of the faculty members of each Kurtz and Weeks Schools was made and used as a portion of the teaching faculty sample, the only criterion being that the ratio of male to female teachers within the building be proportionately represented. The Kurtz faculty of thirty-nine includes twenty-four men (62 percent) and fifteen women (38 percent). Opinionnaires were sent to a total of sixteen, ten men (62 percent) and six women (38 percent). Replies were received from a total of seven, three men (43 percent) and four women (57 percent). The Weeks faculty of forty-two includes twenty-seven men (64 percent) and fifteen women (36 percent). Opinionnaires were sent to seventeen, eleven men (62 percent) and six women (38 percent). Replies were received from thirteen, eight men (62 percent) and five women (38 percent).

A similar part of the sample was drawn from the Roosevelt High School teaching faculty, adhering to the representative numbers of male to female teachers in the building. The total faculty of seventy-nine includes fifty-three men (67 percent) and twenty-six women (33 percent). Opinionnaires were sent to approximately one-third of the

Roosevelt teaching faculty, a total of twenty-four, of which sixteen were men (67 percent) and eight were women (33 percent). Replies were received from nineteen, fourteen men (74 percent) and five women (26 percent).

The total teaching faculty to which opinionnaires were sent was seventy-three. Replies were received from fifty, twenty-six men (52 percent) and twenty-four women (48 percent).

The sample of presently employed administrators consists of administrators in the four public schools selected for this study. The administrators of the four buildings total eleven in number and all members were used in this study.

The fifth sample group consisted of faculty members in the College of Education at Drake University. Seven members, a number equal to those in the Department of Administration, were systematically selected to make up the sample group. Replies from this group were too few in number to lend any validity to this study and therefore are not included here.

The opinionnaire submitted to the sample groups described here was based largely on concepts obtained from reading done in current books and periodicals relating to the general question of women in leadership roles in education and business.

CHAPTER II

RELATED LITERATURE

In the decade since Friedan's The Feminine Mystique, the women's movement has firmly established itself and literature in the field is abundant, particularly in the area of education. "No other profession is now the focus of so much criticism for alleged discrimination,"¹ and, as Howe states, "From the first the women's movement has been a 'teaching movement'."²

Five important basic perceptions toward women and work exist in society and are listed by Carroll as:

1. It is a man's world;
2. The current situations exist because both men and women have made it so;
3. Men are not innately more rational than women;
4. The maximum utilization of intellectual capacities of both are essential for human survival;
5. The goal of equal opportunities for women is not an impossible dream.³

Considering the last of these perceptions first, the dream is indeed possible, but women must be willing to take

¹Juanita Kreps, Sex in the Marketplace: American Women at Work (Baltimore: The John Hopkins Press, 1971), p. 48.

²"Sexism, Racism and the Education of Women," Today's Education, NEA Journal, 62, No. 5 (May, 1973), 47.

³M. A. Carroll, "Women in Administration in Higher Education," Contemporary Education, 43 (1971), 214.

the first step. As Killian points out,

Women must seek jobs in the environment as it exists today, not in the hoped-for or perfect state that hasn't arrived. If women wait for the red carpet, open arms and welcome mat, they will have a long wait. They must assume sufficient initiative for being qualified, for seeking employment, for asking for equal opportunities regarding all conditions of employment.¹

Society can no longer waste the potential existing in one-half of its population. If only for the benefit of greater social justice accruing to that half of its population, management must recruit all the woman-power available. The longer it delays providing realistic equality for women, the more needless time and valuable potential will be wasted.²

A similar argument for females is presented by Lawton, who sees the dominant thrust behind the entire woman's movement as a moral matter of justice and equality.³ Women are needed in leadership positions in all fields and particularly in education, not as models alone. These positions carry prestige, power and high salaries, and these practical benefits, Lawton writes, must be shared among all groups if

¹Ray A. Killian, The Working Woman ([n.p.] American Management Association, 1971), p. 175.

²Ibid.

³S. B. Lawton, "Minority Administrators in Berkley - A Progress Report," Urban Education, 6 (January, 1972), 322.

members are to participate fully in the life of the nation.

Effective leadership, whether by a man or a woman, demands a discipline, a commitment, and quantitative orientation. The problems encountered by women seeking administrative positions in education are similar to those encountered by women seeking high-level management jobs in business. Killian believes that the woman who enters the ranks of management is confronted with problems her male counterpart does not have:

...the fact that men are preferred to women as supervisors; traditional attitudes of male superiority and male dominance; reluctance of top management to provide training positions for women.¹

The difficulties that women seeking top-jobs meet, range from "downright prejudice and exclusion to much more subtle irritations."² Women interviewed by Clover felt that they were under much closer scrutiny at all stages in their careers than male colleagues.³ Women who have succeeded in this "man's world" have done so by coming to terms with it.⁴

¹Killian, op. cit., p. 174.

²Vernon T. Clover, Changes in Differences in Earnings and Occupational Status of Men and Women, 1947-1967 (Texas Tech University: Department of Economics, College of Business Administration, 1970), p. 48.

³Ibid.

⁴Ibid., p. 51.

Farber states that men fear and dislike women in top jobs for two reasons:

1. They deeply fear the extraordinary sexual attraction women have and the business ascendancy it may lead to for them, and
2. Men don't want women to find out how easy business really is.¹

Killian and Clover both perceive advantages inherent in the woman's position. The very fact that women are not as ambitious as men can work in women's favor. A woman once seen in an administrative role will not likely be forgotten. An opposite viewpoint from Farber's is that men will not view a woman as a threat, and especially if she has opted for a speciality different from his, would view her as a confidant.² Advantages of women over men given by Killian include greater empathy and human insight; a sincere feeling for the needs of people; and the mental ability required for leadership.³

In spite of Killian's evaluations of mental ability, and in spite of tests that show there is no basic difference in intelligence between the sexes,⁴ there does exist a

¹Seymour Farber, ed., The Potential of Women (New York: McGraw Hill Book Co., 1963), p. 183.

²Clover, op. cit., p. 52.

³Ibid., p. 174.

⁴Farber, op. cit., p. 25.

difference in intellectual accomplishment between men and women. One measure of such intellectual accomplishment among academicians is publication. Farber's study of 400 Radcliff Ph.D.'s showed that women published substantially less than men of comparable job and rank. Half had published little or nothing. He concludes that even first rate graduate training does not erase the differences between the sexes in intellectual achievement.¹ At a time when America needs the best brains of both men and women, some of the best female brains have, "already discovered what they won't need--intellect."² Women, criticizes Farber, have other things to do with their lives beyond pursuit of intellectual achievement, indulging in the "play-work" in interior decorating and Main Chance.³ "Is the role that women have been willing to play," asks Farber, "the result of girls having been allowed less independence, less self assertiveness?"⁴ Simpson and Simpson agree that women, seemingly lacking ambition, are willing to maintain subordinate positions in society.⁵ Often the woman can gain more social acceptance through marriage than through

¹Farber, op. cit., p. 24.

²Ibid., p. 181.

³Ibid.

⁴Ibid., p. 32.

⁵Amitai Etzioni, ed., The Semi-Professions and Their Organizations (New York: The Free Press-Macmillan Co., 1969), p. 240.

upward occupational mobility. If she marries, the community status is set by her husband's work, by her success as a mother and hostess. It is not surprising that she seeks an agreeable job that makes few demands, is less ambitious than men for advancement, or to publish, and tends to drop out of work if her husband has higher status.¹

Teaching has traditionally been an appropriate career for girls to enter. One of the reasons cited by Lewis is that they will encounter fewer obstacles than in a less traditional field.² Simpson and Simpson propose that one of the fundamental reasons for the predominately female complement of this semi-profession of teaching is that women are more willing than men to accept the bureaucratic controls imposed in any semi-profession, and that women are less likely to seek a professional state.³ Career motivation is not deeply ingrained in most women. They embark on a career with the full expectation of leaving when they marry and have children. Many who stay do so reluctantly and so not devote full attention to work. The family situation prevents a strong professional commitment. An organization staffed mainly with such people could not have an atmosphere favorable to professionalism.⁴ Simpson and Simpson have found that women at all

¹Etzioni, op. cit., p. 240.

²Edwin C. Lewis, Developing Woman's Potential (Ames, Iowa: Iowa State University Press, 1968), p. 159.

³Etzioni, op. cit., p. 199.

⁴Ibid., p. 219.

achievement levels are less motivated toward work careers than men, and women who do choose post-graduate study significantly overchoose "female" occupations: nursing, social work, teaching.¹

For a woman to be highly work-committed an atypical value orientation plus a strong personal influence seems to be required. As Farber's studies have found, women are not "natural" anything--not "natural" doctors, lawyers, nor teachers. Women have no sex-given preeminence in any particular field. But they do have astounding abilities.² In Los Angeles a study by Turner found consistent evidence that the ambition of women in the socio-economic realm is lower than that of men. Women make better records in high school, but fewer aim to graduate from college. Women's ambitions are restricted to a few occupational categories with few aspiring to the highest positions within these categories.³ If they are not less intelligent, not "naturals" in particular fields, why then is there found this lack of career-commitment in working women? Simpson and Simpson state, "If women are not deeply concerned with work careers, it is not

¹Etzioni, op. cit., p. 204.

²Farber, op. cit., p. 182.

³Theodore Athena, The Professional Woman (Cambridge, Mass.: Schenkman Publishing Co. Inc., 1970), p. 227.

because they do not plan to work."¹ They include in their findings a study by Davis which showed that fewer than 5 percent of senior college women in the spring of 1961 did not plan to work. A survey of the women of a June, 1957 class found 76 percent fulltime employees, 17 percent looking or in school, 7 percent outside the labor force. Of those who were working, 59 percent were teachers.² Nearly all college women work, but only a small percentage express long range occupational commitments. Mason found that 51 percent of first year male teachers hoped to become administrators, contrasted to 9 percent of the single women, 8 percent of the married women, and 19 percent of the widowed, separated or divorced women. Among those who expected to work until retirement, 64 percent of the men, 43 percent of the single women, 31 percent of the married women and 28 percent of the widowed, divorced or separated women hoped to become administrators.³ This lack of long range occupational commitment infers clearly that most women entering teaching lack the kinds of interests that would be conducive to professionalism.

A study by Lewis shows that most girls who become teachers are not eager to make it a career. "Teacher education programs typically attract girls who are bright but not

¹Etzioni, op. cit., p. 204.

²Ibid.

³Ibid.

brilliant, who make good grades and have rather vague, non-professional interests. They generally do not fit the pattern of career women."¹ Lewis shows that few entering the field have a career commitment to teaching. Most view it as a short-term occupation or an insurance policy rather than as a life-long profession. Most who do become career teachers are either unmarried and substitute a career for marriage, or are older, returning to teaching with a career commitment to teaching as a profession. This makes it a frustrating profession for the girl who does have such a commitment. As Bernard's study of Academic Women shows, the worst possible set of circumstances evolves when a preference for teaching leads a woman into a position in which all her time and energy are consumed in teaching and as a result she fails to advance because she is unproductive.² Lewis would counsel the ambitious woman to look elsewhere than teaching, encumbered as it is by tradition, for opportunities to use her talents for administration. There is simply not much opportunity for a woman to gain status and prestige as well as personal satisfaction by moving ahead by her own efforts.³

Women teachers have few opportunities to advance into

¹Lewis, op. cit., p. 160.

²Kreps, op. cit., p. 58.

³Lewis, op. cit., p. 161.

administrative positions. This is evidenced by the fact that despite the predominance of women in education, the administrators are men. For one hundred years women have numerically dominated education, accounting for two-thirds of all teachers today. A 1971 study by the NEA shows that, of the total public school staff in the United States, 830,862, or 36.1 percent are men, 1,471,350, or 63.9 percent women, but men far exceed women in administration and supervisory positions and as principals. Of a total estimated 158,864 positions in this group, only 13,186, or 19.6 percent, are held by women.

Among fulltime instructional staff, 67.2 percent, or 1,366,830 (of the total 2,034,581) are women. Yet of 70,259 principals, only 10,765, or 15.3 percent are women. Among women principals, 21 percent are elementary, 3 percent secondary. Of a total estimated 65,306 central office administrators and supervisors in 1970-71, 43,391, or 74.1 percent are men and 25.9 percent are women. Among these central office categories men number 99.4 percent of all superintendents.¹ These statistics are supported by identical findings by Fishel who shows, in addition, that 97 percent of all assistant superintendents are men.²

¹"Professional Women in Public Schools, 1970-71," NEA Research Bulletin, 49, No. 3 (October, 1971), 67.

²Andrew Fishel and Janice Pottker, "Women Lose Out: Is There Sex Discrimination in School Administration?", The Clearing House, 47, No. 7 (March, 1973), 387.

Fishel finds also that at the elementary level, where 85 percent of the teachers are women, 79 percent of the principals are men. At the secondary level women comprise almost half the teachers, yet only 3.5 percent of the junior high principals are women, and 3 percent of the senior high principals.¹

It may be thought that women are assistant principals, but Fishel finds this is not true. Of 23,299 assistant principals in the United States, 85 percent are men, 15 percent women. Women hold 34 percent of the vice-principalships in the elementary schools, 11 percent in the junior highs, and 9 percent in high schools.²

NEA and Fishel findings also concur in the area of general administrative positions. Women hold these positions largely in the areas of elementary education and pupil personnel services. Of 10,414 administrators for general administration, 4812 percent are women. Thirty-eight percent of those positions are in the area of pupil personnel services, only 8.5 percent in areas of administration for finance and school plant.³ In addition, with an almost equal balance of sexes in secondary school teachers, McLure

¹Fishel, op. cit., p. 387.

²Ibid.

³"Professional Women in Public Schools," op. cit., p. 67.

finds that 69 percent of the department heads are men.¹

The situation for women is not improving. "Journals fifteen years ago wrote that the 'weaker sex' is losing out. It is as bad now, if not worse than in the 50's."² Morsink uses statistics compiled by the National Council of Administrative Women in Education, showing that between 1950 and 1960 the number of women serving as junior and senior high school principals dropped from 18 percent to 3.8 percent for all secondary schools. In 1958-59, of 3,091 high schools accredited by the North-Central Association only 39, or .3 percent, were headed by women.³

Of degrees held by public school teachers in the spring of 1970, 53.3 percent of the men held bachelor's and 66.3 percent of the women. Master's degrees were held by 44.9 percent of the men and 32.6 percent of the women. At this level it is clear that proportionately fewer women are preparing themselves for advancement. Athena concurs with this author that the rewards for further study are so remote as to make the investment seem futile: "Success requires

¹Gail T. McLure, "Sex Discrimination of Schools," Today's Education, NEA Journal, 60, No. 9 (November, 1971), 35.

²Fishel, op. cit., p. 387.

³H. M. Morsink, "Leader Behavior of Men and Women Principals," National Association of Secondary School Principals' Bulletin, 54 (September, 1970), 80.

lengthy preparation and investment in human capital. An individual must forego earnings with the thought that a subsequently high rate of return will ensure."¹ The investment in male future earnings is seldom challenged; for a woman future earnings are less predictable. Fishel points out that an enormous amount of talent is wasted in education. The top echelon is filled from a potential of one-third of those in the profession. The talent of two-thirds is wasted or at best under utilized.² Farber makes a stronger statement, that the situation as it exists is, ". . . wasteful of woman's natural gifts, an injustice to man and the democratic concept of each individual's gifts and sacred rights. Beyond that it is so unnecessary."³

A forty year study in Berkley, California showing trends in women's promotions to administrative positions, supports a previous finding here, that women are losing ground. Lawton, studying the desegregation policies of Berkley district employees, including school administrators, shows that while black/white and oriental desegregation is proceeding rapidly, females are the victims of increasing discrimination.⁴ Data on administrators was collected over

¹Kreps, op. cit., p. 59.

²Fishel, op. cit., p. 390.

³Farber, op. cit., p. 183.

⁴Lawton, op. cit., p. 321.

a period from 1930-1960. There were two criteria of interest: (1) the percentage distribution of minority and female administrators and (2) their average hierarchial position in the administration. The results show a regression in the advancement of women. In 1930-39, 26.5 percent of the females in the system were promoted to administrative positions; in 1960-69 the percentage had fallen to 20.3.¹ A study of the hierarchial level by race and sex shows that black women hold positions equal in stature to those of black, white and oriental men, while white females are relegated to lower posts. The continued high representation of white males, losses for white females and gains for minorities, shows the burden for integration has fallen on one group--the white female. Reasons lie with those who determine and implement promotion policies, and these powers are held by white males. They perceive all other groups as belonging to a single minority: people different from themselves. They give 35-40 percent of all administrative promotions to this group to share. In 1930 the group was singly white women. In the 1960's the group in Berkley included blacks and orientals. "The irony," states Lawton, "is that once admitted, racial minorities fared better than white women, who by 1969 held positions appreciably lower than all others."²

¹Lawton, op. cit., p. 326.

²Ibid., p. 328.

Lawton's findings reflect more than a single school system. These trends result from a broad social change in the United States and are among many barriers that professional women educators find blocking them. A study by Fishel and Pottker shows that women are excluded from authority positions in all of society, not just in education.¹ They challenge two assumptions: that women are not qualified to hold positions of leadership, and that women do not want such positions, lacking ambition. "The situation in education dramatically demonstrates that women with credentials are not promoted."² Their figures vary slightly from those reported by Johnston, showing that women receive 46 percent of all Master's degrees, 20 percent of the Doctorates in education, yet hold nowhere near this percentage of leadership positions. Fishel and Pottker believe that it is not lack of ambition, but many subtle societal biases against women that cause them not to actively seek administrative positions. This view is reflected by many authors on the subject.

Simpson and Simpson write of the established attitude of society as:

A vicious circle in which discrimination against women and the sometimes valid bases for it reinforce each other. Their competing family

¹Fishel, op. cit., p. 389.

²Ibid.

roles and the expectation that they will be discriminated against, reduce women's performance and aspirations. They are then discriminated against partly because they are thought to lack ambition. What seems to be discrimination against the individual may often be a wise policy for the organization.¹

The whole problem of the discontinuous work pattern of large numbers of women enters here as one of the deterrents to women's advancement to administrative positions. The employer knows he runs the risk, with a woman in a top position, that she may leave to marry, have children, or move with her husband's job. In addition she is confined to the labor market where her husband lives. She cannot move to her best opportunities.²

Hoffelder studied 4,039 married women teachers in North Carolina and reported "serious" or "some" conflict between work as a teacher and household responsibilities. As would be expected, the younger the woman the more she felt this conflict. Sixty percent of teachers in their twenties felt so.³ The most general pattern of female employment in the United States is for women to work about four years, quit, then for 50 percent to return when the youngest child enters school.⁴ The return to work of middle-aged and older

¹Etzioni, op. cit., p. 229.

²Ibid.

³Ibid., p. 206.

⁴Ibid., p. 208.

women is the most dramatic change in the composition of the labor force in the last decade. Most women shown in a study done by Koontz, underestimate the contribution they can make to an employer, thus settling for the dead-end, low-paying, traditionally "female" jobs when their potential is often greater.¹

Mason reports that 80 percent of men in a national sample of first year teachers in 1956 expected to remain continuously employed as teachers or school administrators until retirement, but only 25 percent of the women had this expectation.² The difference is chiefly because 58 percent of the women anticipated that they would withdraw from work during the early years of family life but return later. Semi-professional women, which term Simpson and Simpson apply to nursing, social work and teaching, typically neither expect nor desire to work continuously until old age. Censuses data on age distribution shows that performance bears out these expectations.³ Among teachers under twenty-four years of age presently employed in secondary schools, 59 percent are female; among teachers 25-34 years of age, 31 percent are

¹E. D. Koontz, "Fighting Stereotypes: Women Want Up the Career Ladder," American Vocational Journal, 48 (May, 1973), 35.

²Etzioni, op. cit., p. 209.

³Ibid., p. 211.

female; among teachers 35-44 years of age, 43 percent are female; and of those over 45 years of age, 58 percent are female.¹ Thus there is evidence to show women stopping work to have families, then returning. The high female percentage among older teachers is due partly to the movement of men into administrative positions. The data actually underestimates the lack of commitment, as there are women trained who never enter the field at all. Simpson and Simpson estimate that one-third of those trained never teach. Three out of five are not in the profession at any one time.²

Low motivation and discontinuous work histories raise questions about the prevailing assumptions that women are discriminated against when they compete with men for jobs. A case can certainly be made for the organizations' standpoint. From the point of view of the organization, Carroll lists three basic reasons to explain why women do not obtain administrative positions: (1) women do not seek the positions; (2) administrators who are vacating by choice or retirement do not recommend women replacements; (3) those responsible for selecting administrators do not look for or choose women for these assignments.³

¹Etzioni, op. cit., p. 211.

²Ibid., p. 215.

³Carroll, op. cit., p. 214.

Considering the first of the above, Carroll perceives two reasons for the existing state. First, women do not see themselves as being able to perform effectively or to be happy in such roles, and second, they do not believe they have a chance to be selected for any significant administrative position. As support for his second point, Carroll's study shows that the retiring administrator honestly wants the best possible person to fill his position. He simply does not see a woman as the one. Those responsible for selection have seven perceptions basic to their behavior:

1. Women don't want to be administrators.
2. Women won't work under women.
3. Men are easier to work with.
4. Women need to be protected from the unpleasantness involved.
5. Women don't have the necessary preparation.
6. Women can't or won't give the commitment required.
7. Men generate "big" ideas--women are better at following directions and doing detail work.¹

The personnel departments, then, see their failure to select women as logical and without malice. Various authors propose similar "lists" to explain why there are so few women serving as administrators. Underlying all of them is the one statement that Morsink puts bluntly: "Women are considered inferior to men as administrators."² This suggests that the

¹Carroll, op. cit., p. 215.

²Morsink, op. cit., p. 81.

principalship is a masculine task. Men can perform more appropriately than women. There is a need to examine what differences do exist, if any.

Studies comparing men and women do not bear out the popular rationalization that men are better suited to be administrators. Findings suggest that in some ways women may be better than men, that they are more competent and child oriented than males; thus positions of leadership under women would be a strong impetus toward a humanistic school process.¹

A study by Morsink on Leader Behavior measured twelve hypothesized dimensions of leaders' behavior as perceived by their faculties. On certain dimensions men and women were not perceived to behave differently, on others such as "representation" women scored higher, on "tolerance of freedom" men scored higher. The evidence supported by the study concludes that there are no valid reasons for not employing women as secondary school principals.²

A national principal study done by Fross and Trask and reported by Fishel and Pottker³ on the differences between men and women elementary principals in 1960, found that women

¹Fishel, op. cit., p. 390.

²Morsink, op. cit., p. 86.

³Fishel, op. cit., p. 388.

gave greater importance to the differences between individual students, more emphasis on detecting and helping delinquency prone students. There was no difference shown in the academic performance of students or the emphasis placed on discipline. Women are more likely to require the faculty to conform to their standards than men. The study found no differences between the sexes in the amount of support given to a teacher in conflict with a pupil, nor was the sex of the principal related to the morale of teachers.¹

Another study reported by Fishel and Pottker done in Florida in 1956 compared practices and showed that women were more democratic and followed effective administrative practices more often than men, were rated higher in terms of student and teacher morale, and in discipline. There was no difference in pupil achievement under a male or a female principal in math, reading and language. The findings of this study show that parents rate women principals highly.²

A 1959 Michigan study on male/female differences shows a not very surprising conclusion that women teachers are more favorable to women principals than men teachers. The study also found that teachers with the least and the most experience were most favorable to women principals.

¹Fishel, op. cit., p. 388.

²Ibid.

Male teachers who had taught under women were more favorable than men who had not, supporting a conclusion of emotional prejudice and that experience mediates fears and results in the male acceptance of being subordinate.¹

A study included by Fishel and Pottker shows women principals more interested in working with teachers, more concerned with objectives of education than male principals, and encouraging greater student participation in activities. Secondary school principals in Michigan in 1968 showed males more tolerant to freedom on the staff while women were more representative of their staffs, more persuasive in argument and more cordial in relations with their superiors.²

Continuing a comparison of work abilities and interests of highly qualified men and women, London's PEP concludes that there is considerable overlap. Decisions about promotion or appointment will be sound if made comparing one man or one woman with another in terms of individual merit, not on class characteristics. There is value in the "feminine vision" of many work problems complementary to that of men.³ PEP studies show that women tend to be less interested in

¹Fishel, op. cit., p. 388.

²Ibid., p. 389.

³PEP: Political and Economic Planning, Women in Top Jobs: Four Studies in Achievement (London: George Allen Unwin Ltd., 1970), p. 16.

empire building and will balance a job with a satisfactory family life. Women are seen to adopt an informal, personal, expressive style of administration.¹

The studies available for examination encompass a wealth of research and include some approaches proposed by this author. One factor which would seem to be unique to this proposal is the inclusion of a student attitude survey. There have been reports of student achievement under male and female principals, but no apparent findings on student attitude in this area. At a time when the student-centered school and curriculum is at the force of education, this would seem to be a valuable finding.

There are, of course, differences between the sexes. Whether or not these differences influence job performance as a school administrator has not been resolved. Killian lists nine such differences:

1. Women are more subjective and intuitive.
2. Men have been achievers--women have to prove themselves.
3. Women are more sensitive than men, likely to take things personally.
4. When women are taken for granted or ignored, they assume they are disapproved of.
5. Women need and expect more praise.
6. Women are more interested in people than in things.
7. Women work better in groups than in isolation.
8. Working conditions are more important than money to women.

¹PEP, op. cit., p. 14.

9. Women are quicker to spot favoritism or preferential treatment.¹

Regardless of differences, each woman is an individual, acts as an individual, wants to be treated as an individual and deserves to be approached as one. Thus the research on sex-roles and sex-typing will need to be considered as it relates to school administrators.

Howe produces evidence that shows that men and woman are taught narrow sexual roles by mothers and fathers, cultures and schools.² Sex-typing links occupational roles with sex roles and makes "female" occupations those which involve nurturing, helping and empathizing, (nursing, teaching) seen as extensions of the female role; and "male" occupations those requiring coolness, detachment, object-orientation and outspokenness, (law, science, medicine).³ Social and historical evidence shows more flexibility than occupational figures do today. In colonial and pioneer days teaching was a "male" occupation. The shortage of men resulting from the Civil War and growing mass education required the recruitment of women and the resultant change in public attitude.

¹Killian, op. cit., p. 23.

²"Sexism, Racism and the Education of Women," op. cit., p. 47.

³Cynthia Fuchs Epstein, ed., The Other Half (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971), p. 127.

According to Merton, occupations are described as sex-typed when a large majority of those in them are of one sex and there is a normative expectation that this is as it should be.¹ Romer and Secor show that women's options and patterns of behavior are limited by the sex-role stereotype imposed by society. Their findings largely agree with Fuchs who states that the problem is magnified for women. Even where men constitute a minority in an occupation they seem to have a better chance to do well and to be upwardly mobile. Although the majority of people in teaching are women, men have proportionately more of the top administrative and supervisory posts.²

For both men and women, teaching is an unstable occupation, although they view their sex-roles differently. The turnover rate in high school teaching is exceptionally high. Ziegler's study shows, however, that the reasons for instability have marked differences. The female perception of teaching is "in and out." For males the orientation is "up or out." Males regard high school teaching as women's work, a stepping stone into administration (almost entirely dominated by males), or into another profession altogether. Ziegler's research shows considerable job dissatisfaction

¹Cynthia Fuchs, Woman's Place (Berkeley: University of California Press, 1970), p. 152.

²Ibid.

among male teachers. Teaching is one of the few areas of equal pay; this contributes to the dissatisfaction of men.¹ Smuts concluded that different salaries for genuinely similar work in education is rare.² The main reasons for apparent differences is that over-all rank categories such as "supervisor" and "executive" conceal an enormous amount of variation in the work actually done and men tend to get the best supervisory and executive positions.³

Sex-roles are reinforced in the academic community by a sexual etiquette communicating an inability of men to accept women as equal partners in professional life. Romer and Secor view the problem confronting male and female academicians as whether they can accommodate the existing masculine ideology to the emerging feminine definition. If sex-typing is to be eliminated, an androgynous community must be established in which roles will not be assigned according to gender.⁴ To repeat: the situation exists because both men and women have made it so.

¹Athena, op. cit., p. 79.

²Etzioni, op. cit., p. 222.

³Ibid.

⁴Karen T. Romer and Cynthia Secor, "The Time is Here For Women's Liberation," Annals of the American Academy of Political and Social Sciences, 397 (September, 1971), p. 130.

Contributing to the situation has been woman's conception of her own role. Bernard, in his book on academic women, writes that, "Women who solve the problem of multiple roles do so by lowering their career aspirations."¹ Woman conceives her role, according to Killian, ". . . to be that of helper to an individual. To succeed in administration she must substitute for this limited view of herself, a vision of her job as potentially helpful to whole segments of society."² Her self-images are built chiefly around family roles; men's are more conditioned by occupational roles.

Ryder expresses the opinion that women have no faith in themselves. Stories about not being feminine enough, being too aggressive and masculine have made them retreat and accept a lesser role.³ Society has built a culture image of the school administrator as tall, well built, a good mixer. . . . This image holds for all: superintendents, principals, and department chairmen, and is held by women as well as by men.⁴ Women ironically share with men a belief in male superiority. The belief that women should not be in positions of authority

¹Etzioni, op. cit., p. 229.

²Killian, op. cit., p. 13.

³S. Ryder, "Room at the Top: For Whom?", Changing Education, 4 (Fall, 1969), p. 25.

⁴Ibid.

over men is so strong among industrial workers that to put a woman foreman over a male crew would be ridiculous.¹ Elementary schools accept women because there are few men and those there are, are on the way "up or out," serving a brief apprenticeship. But schools with even equal numbers of male employees tend to bar top positions to women. The larger the organization, the more its leaders are brought into the political arena. The same beliefs that keep women from being foreman regard them as unsuitable for political infighting.

A study by Cussler, as reported by Simpson and Simpson, shows both male and female elementary and secondary teachers have more respect for a male than for a female aspiring elementary principal.²

Professional associations also have a sexual structure. Epstein shows that women accept the prevailing image of professions as societies of men. They exclude themselves and favor the exclusion of other women. They accept these images and definitions as appropriate, even though membership and participation reinforces ties to colleagues and work. Information is traded, new techniques discussed, the rising people noted at professional meetings, yet women are content

¹Etzioni, op. cit., p. 225.

²Ibid., p. 227.

to be less active in their organizational structure.¹

Research has shown that women are prejudiced against women. A study by Goldberg of 140 college girls' evaluation of written material showed that authors believed to be male received more favorable ratings in every instance. There was a clear tendency for women to downgrade the work of their own sex. Their perception that men's articles were superior was obviously a distortion.² PEP interviews with women in top-level jobs show that they consider most women as not having the ability to lead other women, as irritable during menopause, as not having the physical stamina to do her two jobs: home and office. Women interviewed believe that men are better at covering up weaknesses and inadequacies, that women "whine a bit, flap when things go wrong and do not inspire confidence."³

With the approval, on March 22, 1972, by congress of the Equal Rights Amendment, the inequalities and barriers facing women moved from the personal and social realm into the legal arena. Goldstein writes that it is,

. . . with shock and dismay that education--the focus of liberal thought and enlightened social politics--finds itself the center of heated controversy over the role of women, charged with perpetuating a system which subjugates and

¹Athena, op. cit., p. 61.

²Ibid., p. 168.

³PEP, op. cit., p. 44.

discriminates. The federal government has risen to the defense of these angry and frustrated women.¹

Fishel and Pottker express the opinion that the current imbalance in administrative positions in most districts can be taken to provide prima facie evidence of discrimination of employment opportunities for women teachers. The EEOC has the power to sue school districts for non-compliance with regulations and individual women can bring suit in federal court, and, "It will happen."²

An editorial comment from the London Times would serve as a conclusive summary to this related literature section. In reply to a member of parliament its author states:

The number of women in top jobs underlines again how very far women remain from job equality in teaching. The numbers cannot be put down to straight-forward discrimination against women candidates for top jobs--it is the factors which conspire to produce this situation which need changing.

Male prejudice and deep rooted belief in women's inferiority still exist on a larger scale than most would admit, and complementary to this is a gross underestimation by women of their own capabilities.

The lack of women in top jobs is simply that classroom teaching does fit in well with running a family and with society's attitudes of suitable work for women while being an administrator or principal of a large mixed school does not.

¹J. M. Goldstein, "Affirmative Action: Equal Employment Rights for Women in Academia," Teacher's College Record, 74 (February, 1973), 395.

²Fishel, op. cit., p. 390.

Schools should start by helping girls to think of themselves as people with potential which should be developed in their own right instead of always looking to a future in which they take second place to a man and two children.¹

¹"Room at the Top," Time Education Supplement, 2984 (July 28, 1972), 2.

CHAPTER III

METHODS OF RESEARCH

Based on concepts found in the related literature, an opinionnaire was constructed to elicit attitudes of the population toward ideas presented by noted writers in the field.

DATA AND INSTRUMENTATION

The opinionnaire¹ used in the study includes statements to which participants were asked to respond. These statements, as far as possible considering the variations in the five separate segments to be questioned, parallel one another, thus facilitating analysis and making this analysis more relevant. Once the opinionnaire was constructed it was submitted to colleagues for review. Revisions having been made, the instrument, with its variations appropriate to the groups to which it was administered, was pre-tested by individuals fitting closely the age and professional experience identified with each group to be questioned, but not including any individual actually taking part in the study. Revisions were made as necessary.

Each item included in the opinionnaire has five choices of response offered, making scoring as objective as

¹Appendix B, fl.

possible. Twelve statements were included to which respondents were asked to indicate strong agreement, agreement, strong disagreement, disagreement, or whether they did not consider the statement, which was descriptive of a task, as having a sex-oriented basis. The twelve statements were paraphrases of opinions toward male or female administrators found with frequency in research done by the author in professional and popular publications dealing with the general subject of women as administrators both in education and in business.

DATA ANALYSIS

Tables have been constructed to show responses of each of the four segments of the school related community included here. Responses to individual questions are shown, both numerically and on a percentage basis. Tabulated results illustrate how one group differs from another in response to the same, or parallel, questions.

The data obtained from the teaching faculty sample group has been tabulated three ways: to show responses to the twelve statements by age, by years of experience in teaching, and by the sex of the respondent. Individual school totals are shown as well as the total teaching faculty sample group.

The data obtained from the student sample group is contained in one table which separates male from female

responses and which indicates individual schools as well as the total student group responses.

Replies from the eleven administrators of the four schools used in the study are included in one table showing both individual schools and totals. A similar table shows the responses of parents included in the study. All tables include both numerical and percentage totals.

From this tabulation of data received from those participating in the study the two questions posed may be answered: (1) What are the attitudes of students, parents, teachers and administrators toward women as administrators, and (2) How do these differ from one group to another?

If the findings of this study can be accepted, students of various ages have definite and fairly consistent opinions about the roles played by the men and women with whom they come in contact in an educational setting. In the studies and articles reviewed by the author on the subject of women in administrative positions, there were no findings which considered the student attitude. It would seem that researchers tend to follow the established patterns of asking everyone except the students, whose opinions should be valued most, how they feel about their schools. The 102 students used in this study fall into three age groups: the twenty-four Elmwood elementary students are approximately 10-11 years of age, the forty-six Kurtz and Weeks Junior High

students are approximately 12-14, the thirty Roosevelt High School students approximately 16-17.

The statements included in the opinionnaire were chosen from the related literature as being descriptive of some of the tasks performed by school administrators (principals, vice-principals and advisers). As shown on Table I, in response to the first statement, "Men are better at meeting people than women," 44 percent of the student subjects did not see this public relations task as one having sex orientation. Twenty percent of the student group agreed or strongly agreed that men are better at this than women, and 36 percent disagreed, indicating that they believe women perform this task effectively. At the various age levels, the highest percentage, 63 percent, of the students responding that meeting people is not a sex-oriented role were elementary students, while the lowest (33 percent) were the high school group.

Forty-six percent of the 102 student subjects regarded men as better disciplinarians than women. A rather small number, 20 percent, do not see discipline as a sex-oriented task. Thirty-four percent disagreed or strongly disagreed with the second statement which was phrased, "Men are better disciplinarians than women." The heaviest concentration of agreement with the statement came from the high school student group, the data showing 63 percent in agreement. Sixty-seven percent of the junior high student group

TABLE I

STUDENT SAMPLE GROUP RESPONSES TO THE OPINIONNAIRE BY SEX AND BY SCHOOL ATTENDED

	A				B				C				D				E			
	strongly agree				agree				not sex-oriented				disagree				strongly disagree			
	M	F	Total		M	F	Total		M	F	Total		M	F	Total		M	F	Total	
			#	%			#	%			#	%			#	%			#	%
(1) Men are better at meeting people than women.																				
Elmwood	1	-	1	4	2	1	3	13	7	8	15	63	1	4	5	20	-	-	-	-
Weeks	-	-	-	-	7	1	8	31	6	4	10	38	5	2	7	27	-	1	1	4
Kurtz	-	-	-	-	1	-	1	5	6	4	10	45	3	5	8	36	1	2	3	14
Roosevelt	<u>4</u>	<u>-</u>	<u>4</u>	<u>13</u>	<u>3</u>	<u>-</u>	<u>3</u>	<u>10</u>	<u>7</u>	<u>3</u>	<u>10</u>	<u>33</u>	<u>4</u>	<u>4</u>	<u>8</u>	<u>27</u>	<u>2</u>	<u>2</u>	<u>4</u>	<u>17</u>
Total	5	0	5	5	13	2	15	15	26	19	45	44	13	15	28	28	3	5	8	8
(2) Men are better disciplinarians than women.																				
Elmwood	1	-	1	4	4	5	9	38	5	4	9	37	1	2	3	13	-	2	2	8
Weeks	4	1	5	19	6	-	6	23	3	2	5	19	5	2	7	27	-	3	3	12
Kurtz	2	-	2	9	4	-	4	18	1	3	4	18	4	5	9	41	-	3	3	14
Roosevelt	<u>2</u>	<u>2</u>	<u>4</u>	<u>13</u>	<u>12</u>	<u>3</u>	<u>15</u>	<u>50</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>7</u>	<u>4</u>	<u>2</u>	<u>6</u>	<u>20</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>10</u>
Total	10	3	13	13	26	8	34	33	10	10	20	20	14	11	25	24	1	10	11	10

TABLE I (Continued)

	A				B				C				D				E			
	strongly agree				agree				not sex-oriented				disagree				strongly disagree			
	M	F	Total		M	F	Total		M	F	Total		M	F	Total		M	F	Total	
			#	%			#	%			#	%			#	%			#	%
(3) Men are more ambitious than women, therefore more committed to their careers.																				
Elmwood	1	-	1	4	3	2	5	20	6	2	8	34	1	7	8	34	-	2	2	8
Weeks	4	-	4	15	5	2	7	27	6	2	8	34	1	3	4	15	2	1	3	12
Kurtz	-	-	-	-	3	1	4	18	4	3	7	32	3	6	9	41	1	1	2	9
Roosevelt	<u>2</u>	<u>-</u>	<u>2</u>	<u>7</u>	<u>6</u>	<u>-</u>	<u>6</u>	<u>20</u>	<u>6</u>	<u>2</u>	<u>9</u>	<u>26</u>	<u>4</u>	<u>2</u>	<u>6</u>	<u>20</u>	<u>2</u>	<u>6</u>	<u>8</u>	<u>26</u>
Total	7	-	7	7	17	5	22	22	22	9	31	30	9	18	27	26	5	10	15	15
(4) Women have a more sincere insight into the needs of people than men.																				
Elmwood	-	1	1	4	1	9	10	42	6	3	9	37	1	-	1	4	3	-	3	13
Weeks	-	3	3	12	6	5	11	41	8	-	8	31	2	-	2	8	2	-	2	8
Kurtz	-	2	2	9	5	6	11	50	-	-	0	-	4	2	6	27	1	1	2	9
Roosevelt	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>8</u>	<u>4</u>	<u>12</u>	<u>40</u>	<u>4</u>	<u>2</u>	<u>6</u>	<u>20</u>	<u>7</u>	<u>4</u>	<u>11</u>	<u>37</u>	<u>1</u>	<u>-</u>	<u>1</u>	<u>3</u>
Total	0	6	6	6	20	24	44	43	18	5	23	23	14	6	20	20	7	1	8	8
(5) Young girls need women in positions of authority to look up to.																				
Elmwood	2	1	3	14	2	8	10	43	1	-	1	4	3	3	6	25	2	1	3	14
Weeks	2	3	5	19	11	2	13	50	4	2	6	23	1	1	2	8	-	-	0	-
Kurtz	-	1	1	5	5	6	11	50	3	1	4	18	2	2	4	18	1	1	2	9
Roosevelt	<u>3</u>	<u>-</u>	<u>3</u>	<u>10</u>	<u>5</u>	<u>3</u>	<u>8</u>	<u>27</u>	<u>3</u>	<u>1</u>	<u>4</u>	<u>13</u>	<u>7</u>	<u>5</u>	<u>12</u>	<u>40</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>10</u>
Total	7	5	12	12	23	19	42	41	11	4	15	15	13	11	24	24	5	3	8	8

TABLE I (Continued)

	A				B				C				D				E			
	strongly agree				agree				not sex-oriented				disagree				strongly disagree			
	M	F	Total		M	F	Total		M	F	Total		M	F	Total		M	F	Total	
			#	%			#	%			#	%			#	%			#	%
(6) Women prefer a male boss.																				
Elmwood	-	1	1	4	-	1	1	4	7	7	14	54	3	3	6	25	1	2	3	13
Weeks	4	1	5	19	2	1	3	12	8	4	12	46	4	1	5	19	-	1	1	4
Kurtz	-	-	-	-	1	2	3	14	2	4	6	27	6	4	10	45	2	1	3	14
Roosevelt	<u>3</u>	<u>-</u>	<u>3</u>	<u>10</u>	<u>7</u>	<u>4</u>	<u>11</u>	<u>36</u>	<u>2</u>	<u>2</u>	<u>4</u>	<u>13</u>	<u>6</u>	<u>2</u>	<u>8</u>	<u>31</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>10</u>
Total	7	2	9	9	10	8	18	18	19	17	36	35	19	10	29	28	4	6	10	10
(7) I would not wish to have a woman as principal of my school.																				
Elmwood	2	2	4	17	-	3	3	13	8	3	11	45	1	3	4	17	-	2	2	8
Weeks	4	1	5	19	3	1	4	15	9	1	10	39	2	3	5	19	-	2	2	8
Kurtz	2	2	4	18	1	1	2	9	5	2	7	32	3	3	6	27	-	3	3	14
Roosevelt	<u>1</u>	<u>-</u>	<u>1</u>	<u>3</u>	<u>5</u>	<u>1</u>	<u>6</u>	<u>20</u>	<u>4</u>	<u>1</u>	<u>5</u>	<u>16</u>	<u>6</u>	<u>4</u>	<u>10</u>	<u>33</u>	<u>4</u>	<u>4</u>	<u>8</u>	<u>28</u>
Total	9	5	14	14	9	6	15	15	26	7	33	32	12	13	25	24	4	11	15	15
(8) Women are better with children and young people than men are.																				
Elmwood	-	4	4	20	1	3	4	17	5	3	8	33	1	2	3	13	3	1	4	17
Weeks	4	2	6	23	9	2	11	42	4	4	8	31	1	-	1	4	-	-	-	-
Kurtz	-	1	1	5	2	3	5	23	2	2	4	18	4	3	7	32	3	2	5	23
Roosevelt	<u>4</u>	<u>1</u>	<u>4</u>	<u>13</u>	<u>9</u>	<u>1</u>	<u>10</u>	<u>33</u>	<u>4</u>	<u>1</u>	<u>5</u>	<u>16</u>	<u>4</u>	<u>8</u>	<u>12</u>	<u>38</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total	8	7	15	15	21	9	30	29	15	10	25	24	10	13	23	23	9	3	9	9

TABLE I (Continued)

	A				B				C				D				E			
	strongly agree				agree				Not sex-oriented				disagree				strongly disagree			
	M	F	Total		M	F	Total		M	F	Total		M	F	Total		M	F	Total	
			#	%			#	%			#	%			#	%			#	%
(9) Men are better at decision making than women.																				
Elmwood	3	-	3	13	2	1	3	13	7	6	13	53	-	2	2	8	-	3	3	13
Weeks	7	1	8	31	6	1	7	26	4	4	8	31	1	2	3	12	-	-	-	-
Kurtz	-	1	1	5	1	2	3	14	4	3	7	32	4	3	7	32	1	2	3	14
Roosevelt	<u>4</u>	<u>-</u>	<u>4</u>	<u>13</u>	<u>6</u>	<u>1</u>	<u>7</u>	<u>23</u>	<u>3</u>	<u>1</u>	<u>4</u>	<u>13</u>	<u>7</u>	<u>1</u>	<u>8</u>	<u>26</u>	<u>-</u>	<u>6</u>	<u>6</u>	<u>25</u>
Total	14	2	16	16	15	5	20	20	18	14	32	32	12	8	20	20	1	11	12	12
(10) Sexism (textbook bias, sex-role stereotyping, classes for one sex only, etc.) is a problem in our schools.																				
Elmwood	1	2	3	13	1	4	5	20	4	2	6	25	1	5	6	25	4	1	4	17
Weeks	-	2	2	8	5	1	6	23	4	1	5	19	8	4	12	46	1	-	1	4
Kurtz	2	1	3	14	3	6	9	41	2	-	2	9	4	3	7	32	-	1	1	5
Roosevelt	<u>-</u>	<u>2</u>	<u>2</u>	<u>7</u>	<u>5</u>	<u>1</u>	<u>6</u>	<u>20</u>	<u>5</u>	<u>1</u>	<u>6</u>	<u>20</u>	<u>7</u>	<u>6</u>	<u>13</u>	<u>43</u>	<u>3</u>	<u>-</u>	<u>3</u>	<u>10</u>
Total	3	7	10	10	14	12	26	25	15	4	19	19	20	18	38	37	8	1	9	9

TABLE I (Continued)

	A				B				C				D				E			
	strongly agree				agree				not sex-oriented				disagree				strongly disagree			
	M	F	Total		M	F	Total		M	F	Total		M	F	Total		M	F	Total	
			#	%			#	%			#	%			#	%			#	%
(11) Women are more relaxed and easy going than men.																				
Elmwood	-	2	2	8	4	3	7	29	3	3	6	21	2	5	7	29	3	-	3	13
Weeks	1	1	2	8	4	1	5	19	8	4	12	46	2	2	4	15	3	-	3	12
Kurtz	-	-	-	-	2	2	4	18	4	4	8	36	3	4	7	32	2	1	3	14
Roosevelt	<u>1</u>	<u>-</u>	<u>1</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>5</u>	<u>16</u>	<u>4</u>	<u>2</u>	<u>6</u>	<u>20</u>	<u>9</u>	<u>7</u>	<u>16</u>	<u>54</u>	<u>2</u>	<u>-</u>	<u>2</u>	<u>7</u>
Total	2	3	5	5	14	7	21	20	19	13	32	31	16	18	34	33	10	1	11	11
(12) Women are more sensitive than men, likely to take things personally.																				
Elmwood	2	3	5	20	6	6	12	50	1	2	3	14	1	1	2	8	1	1	2	8
Weeks	12	5	17	65	5	2	7	27	1	-	1	4	-	1	1	4	-	-	-	-
Kurtz	3	3	6	22	6	3	9	41	1	2	3	14	1	3	4	18	-	-	-	-
Roosevelt	<u>5</u>	<u>-</u>	<u>5</u>	<u>16</u>	<u>10</u>	<u>4</u>	<u>14</u>	<u>55</u>	<u>-</u>	<u>1</u>	<u>1</u>	<u>3</u>	<u>4</u>	<u>3</u>	<u>7</u>	<u>23</u>	<u>1</u>	<u>-</u>	<u>1</u>	<u>3</u>
Total	22	11	33	33	27	15	42	42	3	5	8	8	6	8	14	14	2	2	3	3

@ Percentages rounded to equal 100%.

disagreed with the statement. Elementary student group response was widely scattered. Their exposure to only two men among fourteen women on the Elmwood faculty was perhaps a factor in indecisiveness on this point. Forty-two percent agreed with the statement, 37 percent did not regard the task of discipline as sex-oriented and 21 percent disagreed.

The third statement dealt with the career commitment which many writers in the field offer as one reason explaining why there are so few women in administrative positions. The statement to which the student group was asked to respond was phrased, "Men are more ambitious than women, therefore more committed to their careers." Twenty-nine percent of the students agreed, 30 percent did not view ambition and career commitment as sex-oriented, and 41 percent disagreed with the statement. Distribution among the five choices of response was fairly equal at all age levels, the heaviest concentration found in disagreement with the statement was among junior high students, 39 percent of whom either disagreed or strongly disagreed. This figure is, however, not large enough to be important.

The fourth statement is concerned with a traditional perception of woman's role. The statement, "Women have a more sincere insight into the needs of people than men," found agreement among 49 percent of the student subjects. Only 33 percent viewed this characteristic as non-sex oriented and 28 percent disagreed with the statement. All age levels had

the heaviest concentration of responses in the "agree" column.

The fifth statement, "Young girls need women in positions of authority to look up to," is one frequently heard and seen in this era of women seeking equal rights and opportunity. This idea is also advanced by writers in the field as another reason for girls and young women not seeking professional training in administrative fields: they do not come in contact with many women in leadership roles, thus have no models to emulate. Fifty-three percent of the 102 student subjects agreed that women models are needed, while 32 percent disagreed. This indicates a need that students feel is not being met.

The phrasing, "Women prefer a male boss," was used for the sixth statement on the student opinionnaire. It is the opinion of this author that this is a difficult attitude for students to express since most have not experienced ever having a "boss" whether male or female. Therefore the attitude expressed here may be one based on heresay rather than one based on any direct experience. The data shows widely dispersed reaction: 27 percent show agreement, 35 percent show no sex-orientation, and 38 percent show disagreement.

Two separate junior high groups were included in this student sample group primarily to test reaction to the seventh statement, "I would not wish to have a woman as principal of my school." Kurtz Junior High is the only

secondary school in Des Moines having a woman as principal. Among Kurtz students sampled, 27 percent agreed with the statement, indicating that they would rather not have a woman as principal. Thirty-two percent responded that they do not view principalship as a sex-oriented role. Forty-one percent show disagreement with the statement, which implies a satisfaction with a woman secondary principal. By comparison Weeks Junior High, geographically placed in a similar section of the city and having a male principal, shows somewhat different attitudes. Thirty-four percent of the Weeks students responding indicated agreement with the statement, showing a desire not to have a woman principal; 39 percent regarded principalship as not sex-oriented; 27 percent disagreed, indicating that they would not be opposed to having a woman as principal.

Among the total student sample group and including all three age levels, 29 percent show agreement, 32 percent do not regard principalship as sex-oriented, and 39 percent disagree or strongly disagree, this last and largest group indicating that they would not be opposed to a woman as principal. A fairly large percentage of the high school sample group were included here, 61 percent showing disagreement with the statement, "I would not wish to have a woman as principal of my school." Only 23 percent of the high school group agreed.

The eighth statement, "Women are better with children

and young people than men," brought 44 percent agreement from the total student sample group, a 22 percent disagreement and 24 percent who did not view adult-children relationships as sex-oriented.

Students were almost equally divided in reaction to the ninth statement: "Men are better at decision making than women." Thirty-six percent agreed, 32 percent disagreed and 32 percent did not perceive the ability to make decisions as a sex-oriented role. The heaviest concentration came once again in the high school group with 51 percent in disagreement with the statement.

Sexism, or sex-bias, is not believed by a large number of the student sample groups to be a problem in schools. Thirty-five percent appear to agree with the statement that it is a problem, 46 percent disagree that it is a problem and 19 percent see no sex-roles required of students. Forty-five percent of the junior high group, however, agree that it is a problem.

To the eleventh item on the opinionnaire, "Women are more relaxed and easy going than men," only 25 percent showed agreement. Thirty-one percent did not regard a relaxed attitude as being a sex-biased characteristic, while 44 percent disagreed, thus viewing the males with whom they come in contact as being the more relaxed and easy going. The high school group particularly falls into this last category, 61 percent in disagreement with the statement.

The twelfth and final statement resulted in the strongest agreement by the student group of any item on the opinionnaire. Seventy-three percent of the student subjects agreed that, "Women are more sensitive than men, likely to take things personally." Only 8 percent considered this as a non sex-oriented role and 17 percent disagreed with the statement entirely. All age levels were consistent in their reactions to this statement.

The faculty sample group used in the study totals fifty: eleven elementary school teachers, twenty junior high teachers and nineteen high school teachers. Their responses will be considered from three separate points of view: sex, age, and years of experience. Since one subject did not indicate an age, the total for that particular set of responses will number forty-nine and percentages are based on that number.

Table II shows the male/female ratio of the teaching faculties of the schools included in this study. Des Moines schools are typical of schools nation-wide which have secondary schools with predominately male faculties and elementary schools with predominately female faculties. Since the sample group used in this study is nearly equally male and female, twenty-six or 52 percent male and twenty-four or 48 percent female, the replies tabulated by sex of the subjects should show prevailing attitudes.

TABLE II

MALE TO FEMALE RATIO OF (1) TOTAL FACULTIES, (2) SAMPLE GROUPS, AND (3) RESPONDENTS TO OPINIONNAIRE, OF ROOSEVELT, KURTZ, WEEKS AND ELMWOOD SCHOOLS

	Total Faculty			Sample Group			Responses to Opinionnaire		
	M	W	Total	M	W	Total	M	W	Total
Roosevelt									
Number	53	26	79	6	8	24	14	5	19
Percentage	67	33	100	67	33	100	74	26	100
Kurtz									
Number	24	15	39	10	6	16	3	4	7
Percentage	62	38	100	62	38	100	43	57	100
Weeks									
Number	27	15	42	11	6	17	8	5	13
Percentage	64	36	100	62	38	100	62	38	100
Elmwood									
Number	2	14	16	2	14	16	1	10	11
Percentage	12	88	100	12	88	100	9	91	100
Total							26	24	50
							52	48	100

TABLE III

TOTAL FACULTY SAMPLE GROUP RESPONSES TO THE OPINIONNAIRE BY SEX

	A				B				C				D				E			
	strongly agree				agree				not sex-oriented				disagree				strongly disagree			
	M	F	Total		M	F	Total		M	F	Total		M	F	Total		M	F	Total	
	#	%			#	%			#	%			#	%			#	%		
(1) Men are better at public relations than women.																				
Elmwood	-	1	1	9	-	4	4	36	1	3	4	36	-	2	2	18	-	-	-	-
Weeks	-	-	-	-	1	1	2	15	4	2	6	46	2	2	4	31	-	-	-	-
Kurtz	-	-	-	-	-	1	1	14	5	1	4	58	-	1	1	14	-	1	1	14
Roosevelt	-	-	-	-	1	-	1	6	6	2	8	42	4	1	5	26	3	2	5	26
Total	-	1	1	2	2	6	8	16	14	8	22	45	6	6	12	25	3	3	6	12
(2) Men are better disciplinarians than women.																				
Elmwood	1	-	1	9	-	2	2	18	1	6	7	64	-	-	-	-	-	1	1	9
Weeks	1	-	1	8	4	-	4	31	1	3	4	31	2	2	4	31	-	-	-	-
Kurtz	-	-	-	-	1	3	4	57	1	2	3	43	-	-	-	-	-	-	-	-
Roosevelt	1	-	1	6	6	-	6	33	1	3	4	21	2	2	4	21	1	2	3	19
Total	3	-	3	6	11	5	16	33	4	14	18	37	4	4	8	16	1	3	4	8
(3) Men are more ambitious than women, therefore more committed to their careers.																				
Elmwood	-	-	-	-	-	2	2	18	-	2	2	18	1	2	3	27	-	4	4	36
Weeks	1	-	1	8	1	-	1	8	4	1	5	38	2	1	3	23	-	3	3	23
Kurtz	-	-	-	-	2	-	2	29	-	1	1	14	1	1	2	29	-	2	2	28
Roosevelt	-	1	1	6	5	-	5	26	4	1	5	26	2	1	3	26	3	2	5	26
Total	1	1	2	4	8	2	10	20	8	5	13	26	6	5	11	22	3	11	14	28

TABLE III (Continued)

	A				B				C				D				E			
	strongly agree				agree				not sex-oriented				disagree				strongly disagree			
	M	F	Total		M	F	Total		M	F	Total		M	F	Total		M	F	Total	
			#	%			#	%			#	%			#	%			#	%
(4) Women have a more sincere insight into the needs of people than men.																				
Elmwood	-	-	-	-	-	3	3	27	-	1	1	9	1	5	6	55	-	1	1	9
Weeks	-	-	-	-	-	-	-	-	6	3	9	69	1	2	3	23	1	-	1	8
Kurtz	-	-	-	-	-	2	2	28	1	2	3	44	2	-	2	28	-	-	-	-
Roosevelt	-	-	-	-	4	1	5	25	7	2	9	45	2	1	3	15	2	1	3	15
Total	-	-	-	-	4	6	10	20	14	8	22	43	6	8	14	27	3	2	5	10

(5) Women alone need women in positions of authority to look up to.

TABLE III (Continued)

	A				B				C				D				E			
	strongly agree				agree				not sex-oriented				disagree				strongly disagree			
	M	F	Total		M	F	Total		M	F	Total		M	F	Total		M	F	Total	
			# %				# %				# %				# %				# %	
(7) I would not wish to teach under a woman principal.																				
Elmwood	-	2	2 18		-	-	- -		1	3	4 36		-	5	5 45		-	-	- -	
Weeks	-	-	- -		2	1	3 23		4	2	6 46		-	2	2 15		1	-	1 18	
Kurtz	-	-	- -		-	-	- -		1	-	1 14		1	3	4 58		2	1	3 28	
Roosevelt	-	-	- -		3	-	3 16		2	-	2 10		5	2	7 37		4	3	7 37	
Total	-	2	2 4		5	1	6 12		8	5	13 26		6	12	18 36		7	4	11 22	
(8) Women are more child oriented than men.																				
Elmwood	1	2	3 27		-	1	1 9		-	6	6 55		-	1	1 9		-	-	- -	
Weeks	-	-	- -		2	-	2 15		2	2	4 31		4	2	6 46		1	-	1 8	
Kurtz	-	-	- -		1	1	2 28		1	1	2 28		1	2	3 44		-	-	- -	
Roosevelt	-	-	- -		5	1	6 32		4	-	4 20		3	3	6 32		2	1	3 16	
Total	1	2	3 6		8	3	11 22		7	9	16 32		8	8	16 32		3	1	4 8	
(9) Men are better at decision making than women.																				
Elmwood	-	-	- -		-	4	4 36		1	3	4 36		-	3	3 27		-	-	- -	
Weeks	-	-	- -		1	1	2 15		5	3	8 62		1	-	1 8		-	1	1 8	
Kurtz	-	-	- -		-	1	1 14		3	2	5 72		-	-	- -		-	1	1 14	
Roosevelt	-	-	- -		5	-	5 26		6	-	6 32		1	1	2 10		2	4	6 32	
Total	-	-	- -		6	6	12 25		15	8	23 47		2	4	6 12		2	6	8 16	

TABLE III (Continued)

	A				B				C				D				E			
	strongly agree				agree				not sex-oriented				disagree				strongly disagree			
	M	F	Total		M	F	Total		M	F	Total		M	F	Total		M	F	Total	
	#	%			#	%			#	%			#	%			#	%		
(10) Sexism (textbook bias, sex-role stereotyping, classes for one sex only, etc.) is a problem in our schools.																				
Elmwood	-	2	2	18	-	2	2	18	-	-	-	-	1	6	7	64	-	-	-	-
Weeks	-	-	-	-	1	3	4	31	1	-	1	8	6	2	8	62	-	-	-	-
Kurtz	-	-	2	28	-	1	1	14	-	1	1	14	-	1	1	14	2	-	2	28
Roosevelt	<u>1</u>	<u>3</u>	<u>4</u>	<u>20</u>	<u>4</u>	<u>1</u>	<u>5</u>	<u>26</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>7</u>	<u>-</u>	<u>7</u>	<u>38</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>16</u>
Total	2	6	8	16	5	7	12	24	1	1	2	4	14	9	23	46	4	1	5	10
(11) Women are more personal, informal, less structured than men in organizing.																				
Elmwood	-	-	-	-	-	-	-	-	-	3	3	27	1	6	7	64	-	1	1	9
Weeks	-	-	-	-	1	1	2	15	1	2	3	23	6	2	8	62	-	-	-	-
Kurtz	-	-	-	-	1	-	1	14	2	1	3	44	-	2	2	28	-	1	1	14
Roosevelt	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>3</u>	<u>7</u>	<u>38</u>	<u>7</u>	<u>1</u>	<u>8</u>	<u>42</u>	<u>3</u>	<u>1</u>	<u>4</u>	<u>20</u>
Total	-	-	-	-	2	1	3	6	7	9	16	32	14	11	25	50	3	3	6	12
(12) Women are more sensitive than men, likely to take things personally.																				
Elmwood	-	-	-	-	1	3	4	36	-	3	3	27	-	3	3	27	-	1	1	9
Weeks	1	-	1	8	4	2	6	46	1	1	2	15	2	2	4	31	-	-	-	-
Kurtz	-	-	-	-	-	2	2	28	2	1	3	44	1	1	2	28	-	-	-	-
Roosevelt	<u>2</u>	<u>1</u>	<u>3</u>	<u>16</u>	<u>2</u>	<u>-</u>	<u>2</u>	<u>10</u>	<u>3</u>	<u>2</u>	<u>5</u>	<u>26</u>	<u>5</u>	<u>2</u>	<u>7</u>	<u>38</u>	<u>2</u>	<u>-</u>	<u>2</u>	<u>10</u>
Total	3	1	4	8	7	7	14	28	6	7	13	26	8	8	16	32	2	1	3	6

@ Percentages rounded to equal 100%.

To the first statement, "Men are better at meeting people than women," the largest total number, twenty-two subjects or 45 percent, expressed the attitude that this is not a sex-oriented role. Among these twenty-two respondents, fourteen were males and eight females. Nine respondents agreed that men perform this task better than women, and of the nine in agreement seven were women.

The second statement, "Men are better disciplinarians than women," shows 37 percent, or eighteen, of the total regarding discipline as not a sex-oriented task. Of this eighteen however, fourteen replies were from women and four from men. Among those who agreed with the statement were fourteen men and five women. Only 24 percent, five men and seven women disagreed with the statement. Results indicate that women tend not to think of discipline as a task requiring one sex or another, whereas men regard themselves as better disciplinarians.

Total percentages were fairly widely dispersed in response to the third statement, "Men are more ambitious than women, therefore more committed to their careers. The strongest response, however, came from females who disagreed with the statement, eleven indicating strong disagreement and five disagreement. Nine men disagreed with the statement for a total male and female group disagreement of 50 percent.

Forty-three percent of those reacting to the fourth statement, "Women have a more sincere insight into the needs

of people than men," regarded this as a non-sex role. Here the number of men choosing this response was fourteen, the number of women eight. Men and women were nearly equal in disagreement with the statement, nine women and eight men disagreeing.

Women indicated the strongest agreement with the statement, "Young girls need women in positions of authority to look up to." A total of fifteen women agreed with this fifth statement on the opinionnaire, combining with ten men to make a total of twenty-five, or 50 percent of the subjects showing agreement with the statement. Twenty percent viewed it as a non-sex role and 28 percent disagreed.

The sixth statement on the teaching faculty opinionnaire was phrased, "Women do not work well under women." A total of 61 percent disagreed with this opinion which is seen with frequency in the related literature as one of the deterrents to women in administration. This 61 percent, numbering thirty, included seventeen women and thirteen men. Twenty-six percent agreed with the statement, ten men and three women selecting this response. Of those who agreed that women do not work well under women, the majority were men; of those who disagreed the majority were women.

Fifty-eight percent of the subjects disagreed with the seventh statement, "I would not wish to teach under a woman principal," a total number of twenty-nine responses. Of these twenty-nine, thirteen were men, sixteen women.

Twenty-six percent regarded principalship as a non-sex oriented role, leaving only 16 percent agreeing that they would not wish to teach under a woman. These totals indicate very little opposition from either male or female teachers to women as principals.

Males agreed with greater frequency than females that, "Women are more child oriented than men." Nine men and five women show agreement with this statement. The majority of the subjects, however, either view the characteristic as not being sex-oriented or indicate disagreement with the statement. As the data analysis progresses it becomes increasingly apparent that members of this sample group were somewhat unbiased in their attitudes toward the roles of women in education.

The ninth statement, "Men are better at decision making than women," was perceived as a non-sex role by 47 percent of the sample group. Fifteen men and eight women chose this response. Ten women disagreed with the statement compared to four men. Six men and six women, for a total of twelve or 25 percent, agreed that men are the better decision makers.

The majority of the teaching faculty group did not agree that sex bias is a problem in schools. Fifty-six percent of the total indicated disagreement or strong disagreement with this statement. Among those choosing this response, however, men outnumbered women almost two to one, eighteen men and ten women selecting this response. Forty percent agreed with the statement, thirteen women and seven men.

Here again, of those who agreed with the statement that sexism is a problem, the majority were women; of those who disagreed the majority were men.

Sixty-two percent of the total respondents disagreed with the eleventh statement, "Women are more personal, informal, less structured than men in organizing." Responses here were more equal between the sexes than has been previously noted, seventeen males and fourteen females selecting this response. Thirty-two percent of the total, including nine women and seven men, regarded informal organizational methods as a non-sex role. A very small 6 percent agreed with the statement. Men and women expressed more similarity of attitude in response to this item than on any included in this opinionnaire.

Reactions to the final statement were more evenly dispersed. Thirty-six percent, ten men and eight women, agreed with the statement, "Women are more sensitive than men, likely to take things personally." Twenty-six percent, six men and seven women, did not regard this kind of sensitivity as being sex determined, while 38 percent, ten men and nine women, disagreed with the statement. Attitudes here as in the preceding item do not seem to be determined by the sex of the subject.

Teaching faculty responses were tabulated a second and a third time to determine if age or years of teaching experience were a factor in attitudes expressed. While

these two factors do somewhat parallel one another, they will be analyzed separately for the sake of clarity.

Table IV shows the age distribution among the members of the teaching faculty sample group.

TABLE IV
AGE DISTRIBUTION AMONG THE TEACHING FACULTY SAMPLE GROUP

School	-30 yrs. of age	31-45 yrs. of age	46+ yrs. of age	Total number
Elmwood	2	6	3	11
Kurtz	2	2	3	7
Weeks	3	5	4	12
Roosevelt	5	10	4	19
Total number	12	23	14	49
Percentage of total	24	47	29	100

The largest percentages of teachers in all age groups considered the first statement, "Men are better at public relations than women," to be a non-sex oriented role. Fifty percent of those under thirty, 39 percent of those 31-45 years of age and 43 percent of those over forty-five selected this response. Fifty percent of those over forty-five and 48 percent of the 31-45 age group, however, disagreed with the statement, while only 16 percent of those under thirty indicated disagreement.

TABLE V
TOTAL FACULTY SAMPLE GROUP RESPONSES TO THE OPINIONNAIRE BY AGE

	A			B			C			D			E		
	strongly agree			agree			sex-oriented			disagree			strongly disagree		
	-30	31-45	46+	-30	31-45	46+	-30	31-45	46+	-30	31-45	46+	-30	31-45	46+
	years of age			years of age			years of age			years of age			years of age		
(1) Men are better at public relations than women.															
Elmwood	-	-	1	-	-	-	1	2	1	1	2	1	-	2	-
Weeks	-	-	-	1	1	-	2	1	3	-	2	1	-	-	-
Kurtz	-	-	-	1	-	-	1	2	1	-	-	1	-	-	1
Roosevelt	-	-	-	-	-	-	2	4	1	-	2	2	1	3	1
Total	-	-	1	2	1	-	4	9	6	1	6	5	1	5	2
Percent	-	-	7	17	4	-	50	39	43	8	26	36	8	22	14
(2) Men are better disciplinarians than women.															
Elmwood	-	-	1	1	-	1	1	5	1	-	-	-	-	1	-
Weeks	-	-	1	1	2	1	1	1	2	1	2	-	-	-	-
Kurtz	-	-	1	1	2	-	1	2	-	-	-	-	-	-	-
Roosevelt	-	-	-	1	3	1	2	2	1	1	1	1	-	2	1
Total	-	-	3	4	7	3	5	10	4	2	3	1	-	3	1
Percent	-	-	21	33	30	21	42	43	29	17	13	7	-	13	7
(3) Men are more ambitious than women, therefore more committed to their careers.															
Elmwood	-	-	-	1	-	1	-	2	-	1	1	1	-	3	1
Weeks	1	-	-	-	-	1	1	2	2	-	2	1	1	1	-
Kurtz	-	-	-	-	2	-	-	-	-	1	-	1	-	-	-
Roosevelt	1	1	-	1	3	-	-	1	2	1	1	2	1	3	-
Total	2	1	-	2	5	2	2	5	4	3	4	5	2	7	3
Percent	17	4	-	17	22	14	17	22	29	33	17	36	17	30	21

TABLE V (Continued)

	A			B			C not sex-oriented			D			E strongly disagree		
	strongly agree			agree			sex-oriented			disagree			strongly disagree		
	-30 years of age	31-45 years of age	46+ years of age	-30 years of age	31-45 years of age	46+ years of age	-30 years of age	31-45 years of age	46+ years of age	-30 years of age	31-45 years of age	46+ years of age	-30 years of age	31-45 years of age	46+ years of age
(4) Women have a more sincere insight into the needs of people than men.															
Elmwood	-	-	-	-	2	1	-	1	-	2	2	2	-	1	-
Weeks	-	-	-	-	-	-	2	4	3	-	1	1	1	-	-
Kurtz	-	-	-	1	-	1	1	-	2	-	2	-	-	-	-
Roosevelt	-	-	-	2	-	2	1	5	1	-	1	1	1	3	-
Total	-	-	-	3	2	4	4	10	6	2	6	4	2	4	-
Percent	-	-	-	33	9	29	33	43	43	17	26	29	17	17	-
(5) Young girls need women in positions of authority to look up to.															
Elmwood	-	1	-	2	3	2	-	1	-	-	1	1	-	-	-
Weeks	-	-	-	2	-	1	-	3	2	1	1	1	-	1	-
Kurtz	-	-	-	2	-	1	-	3	2	1	1	1	-	1	-
Roosevelt	-	1	1	2	4	3	1	2	-	1	1	-	-	2	-
Total	-	1	1	7	7	7	1	6	3	3	5	3	-	3	-
Percent	-	4	7	58	30	50	8	26	21	33	32	21	-	13	-
(6) Women do not work well under women.															
Elmwood	-	1	-	-	1	1	-	1	-	2	3	2	-	-	-
Weeks	-	-	-	1	1	2	1	3	-	1	1	1	-	1	-
Kurtz	-	-	-	-	1	-	-	-	1	2	1	1	-	-	1
Roosevelt	-	1	-	3	1	-	-	1	-	2	2	3	-	4	1
Total	-	2	-	4	4	3	-	4	-	7	7	7	-	5	2
Percent	-	9	-	33	17	21	8	17	7	58	30	50	-	22	14

TABLE V (Continued)

	A			B			C			D			E		
	strongly agree			agree			not sex-oriented			disagree			strongly disagree		
	-30	31-45	46+	-30	31-45	46+	-30	31-45	46+	-30	31-45	46+	-30	31-45	46+
	years of age			years of age			years of age			years of age			years of age		
(7) I would not wish to teach under a woman principal.															
Elmwood	-	1	1	-	-	-	-	3	1	2	2	1	-	-	-
Weeks	-	-	-	2	-	1	-	3	3	-	1	-	1	1	-
Kurtz	-	-	-	-	-	-	-	1	-	2	-	1	-	1	2
Roosevelt	<u>1</u>	<u>-</u>	<u>-</u>	<u>1</u>	<u>1</u>	<u>-</u>	<u>-</u>	<u>1</u>	<u>-</u>	<u>2</u>	<u>3</u>	<u>2</u>	<u>-</u>	<u>4</u>	<u>2</u>
Total	1	1	1	3	1	1	-	8	4	6	6	4	1	6	4
Percent	8	4	7	33	4	7	5	35	29	50	26	29	8	26	29
(8) Women are more child oriented than men.															
Elmwood	-	-	-	-	3	-	-	1	-	2	1	3	-	1	-
Weeks	-	-	-	-	-	2	-	2	1	2	3	1	1	-	-
Kurtz	-	-	-	-	1	1	1	-	1	1	1	1	-	-	-
Roosevelt	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>
Total	-	-	-	-	8	4	3	4	3	6	7	6	2	3	1
Percent	-	-	-	-	35	39	33	17	21	50	30	43	17	13	7
(9) Men are better at decision making than women.															
Elmwood	-	-	-	-	-	-	2	1	1	-	2	2	-	3	-
Weeks	-	-	-	-	2	1	1	3	3	1	-	-	1	-	-
Kurtz	-	-	-	-	-	1	2	2	1	-	-	-	-	-	1
Roosevelt	<u>-</u>	<u>-</u>	<u>-</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>-</u>	<u>3</u>	<u>1</u>	<u>1</u>	<u>-</u>	<u>1</u>	<u>1</u>	<u>4</u>	<u>1</u>
Total	-	-	-	2	4	3	5	9	6	2	2	3	2	7	2
Percent	-	-	-	17	17	21	42	39	43	17	9	21	17	30	14

TABLE V (Continued)

	A			B			C			D			E		
	strongly agree			agree			not sex-oriented			disagree			strongly disagree		
	-30	31-45	46+	-30	31-45	46+	-30	31-45	46+	-30	31-45	46+	-30	31-45	46+
	years of age			years of age			years of age			years of age			years of age		
(10) Sexism (textbook bias, sex-role stereotyping, classes for one sex only, etc.) is a problem in our schools.															
Elmwood	-	2	-	1	1	-	-	-	-	1	3	3	-	-	-
Weeks	-	2	-	-	2	1	-	-	2	2	3	1	1	-	-
Kurtz	1	-	-	-	1	1	-	-	1	1	-	-	-	1	1
Roosevelt	<u>1</u>	<u>3</u>	<u>-</u>	<u>1</u>	<u>22</u>	<u>1</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>
Total	2	5	-	2	6	3	-	-	3	6	9	6	2	2	3
Percent	17	22	-	17	26	21	-	-	21	50	39	43	17	9	21
(11) Women are more personal, informal, less structured than men in organizing.															
Elmwood	-	-	-	-	-	-	1	2	-	1	3	3	-	1	-
Weeks	-	-	-	1	-	2	-	1	-	-	4	2	2	-	-
Kurtz	-	-	-	-	1	-	1	1	1	1	-	1	-	-	1
Roosevelt	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2</u>	<u>3</u>	<u>-</u>	<u>2</u>	<u>4</u>	<u>2</u>	<u>-</u>	<u>2</u>	<u>2</u>
Total	-	-	-	1	1	2	4	7	1	4	11	8	2	3	3
Percent	-	-	-	8	4	14	33	30	7	33	48	57	17	13	21
(12) Women are more sensitive than men, likely to take things personally.															
Elmwood	-	-	1	1	1	2	1	1	-	-	3	-	-	1	-
Weeks	-	1	1	-	3	3	-	1	-	2	-	-	1	-	-
Kurtz	-	-	-	1	-	1	-	1	2	1	1	-	-	-	-
Roosevelt	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>-</u>	<u>-</u>	<u>3</u>	<u>-</u>	<u>3</u>	<u>1</u>	<u>3</u>	<u>-</u>	<u>2</u>	<u>-</u>
Total	1	2	3	2	6	6	1	6	2	6	5	3	1	3	-
Percent	8	9	21	17	26	43	8	26	14	50	22	21	8	13	-

Percentages rounded to equal 100%.

Of all those teachers younger than forty-five years of age, the largest percentages believed that discipline, the task referred to in item two, is a non-sex oriented one. Forty-two percent of those under thirty and 43 percent of those 31-45 years of age chose this response. Forty-two percent of teachers over forty-five agreed with the statement that men are better disciplinarians than women.

Fifty percent of the teachers under thirty disagreed and thirty-four percent of that same age group agreed that, "Men are more ambitious than women, therefore more committed to their careers." Fifty-seven percent of those over forty-five also disagreed that men are more ambitious. Attitudes of the middle age group were scattered, no more than 30 percent falling into any one category.

There were no teachers who strongly agreed with the fourth statement, "Women have a more sincere insight into the needs of people than men." Thirty-three percent of those under thirty, 43 percent of those 31-45, and 43 percent of those over forty-five chose response C, not a sex-oriented role. Forty-three percent of those in the middle-age group disagreed with the statement while teachers under thirty divided equally between agreement and disagreement.

The majority of older and younger teachers agreed that, "Young girls need women in positions of authority to look up to." Fifty-eight percent of those under thirty and 57 percent of those over forty-five either agreed or strongly

agreed. Thirty-four percent of those 31-45 agreed, but also 34 percent disagreed.

The sixth statement, "Women do not work well under women," brought a negative response from all age groups. Fifty-eight percent of those under thirty, 52 percent of those 31-45, and 64 percent of those over forty-five disagree with this statement.

Another generally strong negative response, with one exception, was received by the seventh statement, "I would not wish to teach under a woman principal." Fifty-eight percent of those under thirty, 52 percent of those 31-45, and 58 percent of those over forty-five either disagreed or disagree strongly. The one exception came in the under thirty age group, 41 percent of whom indicated that they would not wish to teach under a woman principal. Several respondents added personal notes giving accounts of good or bad experiences with women principals.

Sixty-seven percent of those under thirty and 50 percent of those over forty-five disagreed that, "Women are more child oriented than men." Of those in the 31-45 age group, 43 percent disagreed and 35 percent agreed with the statement.

The largest percentages of all age groups regarded decision making, statement number nine, as a non-sex oriented task. Forty-two percent of those under thirty, 39 percent of those 31-45, and 43 percent of those over forty-five choosing

this response.

Forty-eight percent of the teaching faculty group in the 31-45 age category responded that sex-bias is a problem in schools, while 67 percent of those under thirty and 64 percent of those over forty-five indicated that they do not believe it is a problem.

The majority of all age groups, 50 percent of those under thirty, 61 percent of those 31-45, and 73 percent of those over forty-five disagreed with the eleventh statement, "Women are more personal, informal, less structured than men in organizing."

Sixty-four percent of teachers in the group over forty-five agreed that, "Women are more sensitive than men, likely to take things personally." Fifty-eight percent of those under thirty disagreed while those in the 31-45 age group were nearly evenly divided among agreement, disagreement, and regarding this characteristic as non-sex oriented.

Rather than analyzing percentage totals for the results tabulated by years of experience, the relationships between age and years of experience will be examined. The following table shows the numbers and percentages of the teaching faculty sample group by years of teaching experience.

TABLE VI

NUMBERS AND PERCENTAGES OF MEMBERS OF THE TEACHING FACULTY
SAMPLE GROUP BY YEARS OF EXPERIENCE

School	0-8 years exp.	9-23 years exp.	24+ years exp.	Total no. faculty
Elmwood	4	5	2	11
Weeks	4	6	3	13
Kurtz	2	4	1	7
Roosevelt	5	11	3	19
Total number	15	26	9	50
Percentage of total	30	52	18	100

Responses to item number one parallel those tabulated by age in that the greatest percentages in all groups, those teaching eight years or less, those teaching 9-23 years, and those teaching twenty-four or more years, regarded the task of public relations as a non-sex oriented role.

The task of discipline does not show an attitude which so directly relates years of teaching experience to age. No more than 35 percent of any one group regarded discipline as a non-sex oriented role. Where 42 percent of those over forty-five years of age agreed that men are better disciplinarians than women, 55 percent of those having taught twenty-four years or more agreed with the statement.

TABLE VII

TOTAL FACULTY SAMPLE GROUP RESPONSES TO THE OPINIONNAIRE BY YEARS OF EXPERIENCE

	A			B			C not sex-oriented			D			E strongly disagree		
	strongly agree			agree			sex-oriented			disagree			strongly disagree		
	0-8 years exp.	9-23 years exp.	24+ years exp.	0-8 years exp.	9-23 years exp.	24+ years exp.	0-8 years exp.	9-23 years exp.	24+ years exp.	0-8 years exp.	9-23 years exp.	24+ years exp.	0-8 years exp.	9-23 years exp.	24+ years exp.
(1) Men are better at public relations than women.															
Elmwood	-	-	1	-	-	-	1	3	-	2	1	1	1	1	-
Weeks	-	-	-	1	1	-	3	1	2	-	3	1	-	-	-
Kurtz	-	-	-	1	-	-	1	2	1	-	1	-	-	1	-
Roosevelt	-	-	-	1	-	-	2	5	1	-	4	1	2	2	1
Total	-	-	1	3	1	-	7	11	4	2	9	3	3	4	1
Percent	-	-	11	20	4	-	47	42	44	13	35	33	20	15	11
(2) Men are better disciplinarians than women.															
Elmwood	-	-	1	1	1	0	3	4	-	-	-	-	-	1	-
Weeks	-	-	1	1	2	1	1	1	1	1	3	-	-	-	-
Kurtz	-	-	1	1	3	-	1	1	-	-	-	-	-	-	-
Roosevelt	1	-	-	1	4	1	-	3	1	3	1	-	-	2	1
Total	1	-	3	4	10	2	5	9	2	4	4	-	-	3	1
Percent	6	-	33	27	38	22	33	35	22	27	15	-	-	12	11
(3) Men are more ambitious than women, therefore more committed to their careers.															
Elmwood	-	-	-	1	1	-	-	2	-	2	-	1	1	2	1
Weeks	1	-	-	-	-	-	2	2	1	-	2	1	1	2	1
Kurtz	-	-	-	-	1	-	1	-	-	1	1	1	-	2	-
Roosevelt	-	1	-	1	4	-	1	2	2	-	2	1	3	2	-
Total	1	1	-	2	6	-	4	6	3	3	5	4	5	8	2
Percent	6	4	-	13	23	-	27	23	33	20	19	44	33	31	22

TABLE VII (Continued)

	A			B			C			D			E		
	strongly agree			agree			not sex-oriented			disagree			strongly disagree		
	0-8 years exp.	9-23 years exp.	24+ years exp.	0-8 years exp.	9-23 years exp.	24+ years exp.	0-8 years exp.	9-23 years exp.	24+ years exp.	0-8 years exp.	9-23 years exp.	24+ years exp.	0-8 years exp.	9-23 years exp.	24+ years exp.
(4) Women have a more sincere insight into the needs of people than men.															
Elmwood	-	-	-	-	3	-	-	1	-	3	1	2	1	-	-
Weeks	-	-	-	-	-	-	3	4	2	-	2	1	1	-	-
Kurtz	-	-	-	1	1	-	1	1	1	-	2	-	-	-	-
Roosevelt	-	-	-	2	-	2	1	7	1	1	2	-	1	2	-
Total	-	-	-	3	4	2	5	13	4	4	7	3	3	2	-
Percent	-	-	-	20	15	22	33	50	44	27	27	33	20	8	-
(5) Young girls need women in positions of authority to look up to.															
Elmwood	1	-	-	3	3	1	-	1	-	-	1	1	-	-	-
Weeks	-	-	-	2	1	-	1	3	2	1	1	1	-	1	-
Kurtz	-	-	-	1	1	-	-	-	1	1	3	-	-	-	-
Roosevelt	-	1	1	2	6	2	-	1	-	2	2	-	1	1	-
Total	1	1	1	8	11	3	1	5	3	4	7	2	1	2	-
Percent	6	4	11	53	42	33	6	19	33	27	27	22	6	8	-
(6) Women do not work well under women.															
Elmwood	-	1	-	1	-	1	-	1	-	3	3	1	-	-	-
Weeks	-	-	-	1	1	2	2	1	-	1	3	-	-	1	-
Kurtz	-	-	-	-	1	-	-	-	1	2	2	-	-	1	-
Roosevelt	1	1	-	2	1	-	-	1	-	1	6	2	1	1	1
Total	1	2	-	4	3	3	2	3	1	7	14	3	1	3	1
Percent	6	8	-	27	12	33	13	12	22	47	54	33	6	12	11

TABLE VII (Continued)

	A			B			C			D			E		
	strongly agree			agree			not sex-oriented			disagree			strongly disagree		
	0-8 years exp.	9-23 years exp.	24+ years exp.	0-8 years exp.	9-23 years exp.	24+ years exp.	0-8 years exp.	9-23 years exp.	24+ years exp.	0-8 years exp.	9-23 years exp.	24+ years exp.	0-8 years exp.	9-23 years exp.	24+ years exp.
(7) I would not wish to teach under a woman principal.															
Elmwood	1	-	1	-	-	-	1	3	-	2	2	1	-	-	-
Weeks	-	-	-	2	-	1	1	3	2	-	2	-	1	-	-
Kurtz	-	-	-	-	-	-	-	1	-	2	1	-	-	2	1
Roosevelt	-	-	-	1	2	-	1	2	-	1	5	1	2	2	2
Total	1	-	1	3	2	1	3	9	2	5	11	2	3	4	3
Percent	6	-	11	20	8	11	20	35	22	33	42	22	20	15	33
(8) Women are more child oriented than men.															
Elmwood	-	-	-	1	2	-	-	1	-	2	2	2	1	-	-
Weeks	-	-	-	-	-	2	2	2	-	1	4	1	1	-	-
Kurtz	-	-	-	-	2	-	1	-	1	1	2	-	-	-	-
Roosevelt	-	-	-	1	4	1	1	3	1	2	3	-	1	1	1
Total	-	-	-	2	8	3	4	6	2	6	11	3	3	1	1
Percent	-	-	-	13	31	33	27	23	22	40	42	33	20	4	11
(9) Men are better at decision making than women.															
Elmwood	-	-	-	-	-	-	2	2	-	1	1	-	1	2	2
Weeks	-	-	-	-	2	1	3	4	1	-	-	1	1	-	-
Kurtz	-	-	-	-	1	-	2	2	1	-	-	-	-	1	-
Roosevelt	-	-	-	2	2	1	-	5	1	1	3	-	2	1	1
Total	-	-	-	2	5	2	7	13	3	2	4	1	4	4	3
Percent	-	-	-	13	19	22	47	50	33	13	15	11	27	15	33

TABLE VII (Continued)

	A			B			C			D			E		
	strongly agree			agree			not sex-oriented			disagree			strongly disagree		
	0-8	9-23	24+	0-8	9-23	24+	0-8	9-23	24+	0-8	9-23	24+	0-8	9-23	24+
	years exp.			years exp.			years exp.			years exp.			years exp.		
(10) Sexism (textbook bias, sex-role stereotyping, classes for one sex only, etc.) is a problem in our schools.															
Elmwood	1	1	-	1	1	-	-	-	-	2	3	2	-	-	-
Weeks	-	-	-	1	2	1	-	-	1	3	4	1	-	-	-
Kurtz	1	-	-	-	2	1	-	1	-	1	-	-	-	1	1
Roosevelt	<u>1</u>	<u>3</u>	<u>-</u>	<u>-</u>	<u>5</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>3</u>	<u>3</u>	<u>1</u>	<u>1</u>	<u>-</u>	<u>2</u>
Total	3	4	-	2	10	1	-	1	1	9	10	4	1	1	3
Percent	20	15	-	13	38	11	-	4	11	60	38	44	6	4	33
(11) Women are more personal, informal, less structured than men in organizing.															
Elmwood	-	-	-	-	-	-	1	1	-	3	3	2	-	1	-
Weeks	-	-	-	1	-	1	1	1	1	1	5	1	1	-	-
Kurtz	-	-	-	-	1	-	1	1	1	1	1	-	-	1	-
Roosevelt	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2</u>	<u>5</u>	<u>-</u>	<u>2</u>	<u>5</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>
Total	-	-	-	1	1	1	5	8	2	4	14	4	2	3	2
Percent	-	-	-	6	4	11	33	31	22	47	54	44	13	12	22
(12) Women are more sensitive than men, likely to take things personally.															
Elmwood	-	-	-	2	1	2	1	1	-	-	2	-	1	1	-
Weeks	-	3	-	-	1	3	1	1	-	3	1	-	-	-	-
Kurtz	-	-	-	1	1	-	-	2	1	1	1	-	-	-	-
Roosevelt	<u>1</u>	<u>1</u>	<u>1</u>	<u>-</u>	<u>2</u>	<u>-</u>	<u>-</u>	<u>5</u>	<u>-</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>-</u>
Total	1	4	1	3	5	5	2	9	1	7	6	2	2	1	-
Percent	6	15	11	20	19	55	13	35	11	47	23	22	13	4	-

Percentages rounded to equal 100%.

Direct relationships between age and years of experience are seen in response to the third statement, "Men are more ambitious than women, therefore more committed to their careers." Fifty percent of those under thirty and 53 percent of those having taught eight years or less disagreed with the statement, and an even larger percentage, 64 percent, of those teaching over twenty-four years disagreed. Attitudes of the middle group, those teaching from 9-23 years, were again scattered, a somewhat larger percentage, however, disagreeing with the statement.

Item number four, "Women have a more sincere insight into the needs of people than men," brought a similar response from teachers divided by years of experience and from the same teachers divided into age categories. Thirty-three percent of those teaching eight years or less, 50 percent of those teaching 9-23 years, and 44 percent of those teaching twenty-four or more years regarded this as a non-sex oriented role.

As 58 percent of those under thirty agreed, 59 percent of those teaching eight years or less also agreed that, "Young girls need women in positions of authority to look up to." However, where 57 percent of those over the age of forty-five agreed, only 44 percent of those teaching twenty-four years or more showed agreement with the statement. A greater percentage, 46 percent, of those in the middle group, teaching from 9-23 years agreed with this particular need, a smaller

percentage, 19 percent, regarding it as a non-sex oriented role.

A smaller percentage of those teaching twenty-four years or more than those over forty-five years of age disagreed with the statement, "Women do not work well under women." Where 64 percent of those over forty-five disagreed, only 44 percent of those with greater years of teaching experience disagreed. Of those in the middle group, teaching 9-23 years, 65 percent disagreed, as did 53 percent of those teaching eight years or less.

A similar negative response was received by the seventh statement, "I would not wish to teach under a woman principal." Fifty-three percent of those teaching eight years or less, 57 percent of those teaching 9-23 years and 55 percent of those teaching for twenty-four or more years disagreed. However, where 41 percent of those under thirty indicated agreement, that they would not wish to teach under a woman principal, only 26 percent of those teaching eight years or less chose this response.

Sixty percent of those teaching eight years or less, compared to 67 percent of those under thirty, disagreed with the statement, "Women are more child oriented than men." Where 43 percent of those in the middle age group disagreed, 46 percent in the corresponding years-of-experience group disagreed.

The greatest difference between age and experience

was found in response to the ninth statement, "Men are better at decision-making than women." Where 43 percent of those over forty-five years of age indicated that they did not regard this task as a sex-oriented role, only 33 percent of teachers with twenty-four or more years of experience selected this response. Forty-four percent of these experienced teachers disagreed with the statement compared to 34 percent of those in the forty-five or older age group.

Direct parallels are seen in response to the statement that sex-bias is a problem in school between age and years of experience. The middle groups in both categories regard this as a problem while the younger, less experienced and the older, more experienced teachers do not.

Similar responses are seen in the eleventh item, "Women are more personal, informal, less structured than men in organizing." Sixty percent of those teaching eight years or less, 64 percent of those teaching 9-23 years and 66 percent of those teaching twenty-four years or more disagreeing.

As 64 percent of teachers over forty-five agreed, 66 percent of those teaching twenty-four or more years also disagreed that, "Women are more sensitive than men, likely to take things personally." The patterns followed for the other groups, age corresponding very closely to years of experience.

While the number of administrators used as subjects for this study is small compared to the student sample group and the faculty sample group, their responses will be analyzed

as percentage figures for the sake of comparison to the other groups. Responses, arranged according to the school of the respondent, are shown on Table VIII.

Of the administrators completing the opinionnaire seven are men and two are women. The schools are diverse in the make-up of their administrative bodies: Elmwood has a male principal, a female vice-principal; Weeks a male principal, a male vice-principal and a female adviser; Kurtz a female principal, a male vice-principal and a female adviser; Roosevelt an all male administrative staff.

Forty-five percent, or four of the nine administrators responding to the opinionnaire, disagree with the first statement, "Men are better at public relations than women," one, or 11 percent, showing strong disagreement. An identical 45 percent do not regard discipline as a sex-oriented task in response to item two. Still another 45 percent disagree that men are more ambitious than women.

Sixty-seven percent disagree with the fourth statement, "Women have a more sincere insight into the needs of people than men," while the remaining 33 percent do not regard this as a sex-oriented characteristic.

To the fifth statement, "Young girls need women in positions of authority to look up to," 45 percent responded that it was not a sex-oriented role, 33 percent agreed or strongly agreed and 22 percent disagreed.

Seventy-eight percent, or seven of the nine subjects,

TABLE VIII

ADMINISTRATOR SAMPLE GROUP RESPONSES TO OPINIONNAIRE

	A strongly agree	B agree	C not sex- oriented	D strongly disagree	E disagree
(1) Men are better at public relations than women.					
Elmwood	-	1	-	1	-
Weeks	-	-	-	1	1
Kurtz	-	-	1	1	-
Roosevelt	<u>-</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>-</u>
Total	-	2	2	4	1
Percent	-	22	22	45	11
(2) Men are better disciplinarians than women.					
Elmwood	-	-	1	1	-
Weeks	-	-	1	-	1
Kurtz	-	-	1	1	-
Roosevelt	<u>-</u>	<u>2</u>	<u>1</u>	<u>-</u>	<u>-</u>
Total	-	2	4	2	1
Percent	-	22	45	22	11
(3) Men are more ambitious than women, therefore more committed to their careers.					
Elmwood	-	-	-	1	1
Weeks	-	-	1	-	1
Kurtz	-	-	1	1	-
Roosevelt	<u>-</u>	<u>1</u>	<u>-</u>	<u>2</u>	<u>-</u>
Total	-	1	2	4	2
Percent	-	11	22	45	22
(4) Women have a more sincere insight into the needs of people than men.					
Elmwood	-	-	1	1	-
Weeks	-	-	1	1	-
Kurtz	-	-	1	1	-
Roosevelt	<u>-</u>	<u>-</u>	<u>-</u>	<u>3</u>	<u>-</u>
Total	-	-	3	6	-
Percent	-	-	33	67	-

TABLE VIII (Continued)

	A strongly agree	B agree	C not sex- oriented	D strongly disagree	E disagree
(5) Young girls need women in positions of authority to look up to.					
Elmwood	1	-	-	1	-
Weeks	1	-	1	-	-
Kurtz	-	-	1	1	-
Roosevelt	-	<u>1</u>	<u>2</u>	-	-
Total	2	1	4	2	-
Percent	22	11	45	22	-
(6) Women do not work well under women.					
Elmwood	-	-	-	2	-
Weeks	-	-	1	-	1
Kurtz	-	-	-	2	-
Roosevelt	-	<u>1</u>	-	<u>2</u>	-
Total	-	1	1	6	1
Percent	-	11	11	67	11
(7) I would not wish to work with a woman as a fellow administrator.					
Elmwood	-	-	-	1	1
Weeks	-	-	1	-	1
Kurtz	-	-	-	1	1
Roosevelt	-	<u>1</u>	-	<u>2</u>	-
Total	-	1	1	4	3
Percent	-	11	11	45	33
(8) Women are more child oriented than men.					
Elmwood	-	-	1	1	-
Weeks	-	1	1	-	-
Kurtz	-	-	1	1	-
Roosevelt	-	<u>1</u>	-	<u>2</u>	-
Total	-	2	3	4	-
Percent	-	22	33	45	-

TABLE VIII (Continued)

	A strongly agree	B agree	C not sex- oriented	D strongly disagree	E disagree
(9) Men are better at decision making than women.					
Elmwood	-	1	-	1	-
Weeks	-	-	1	-	1
Kurtz	-	-	1	1	-
Roosevelt	<u>-</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>-</u>
Total	-	2	3	3	1
Percent	-	22	33	33	11
(10) Sexism (textbook bias, sex-role stereotyping, classes for one sex only, etc.) is a problem in our schools.					
Elmwood	-	-	1	1	-
Weeks	-	-	1	-	1
Kurtz	-	1	-	1	-
Roosevelt	<u>-</u>	<u>1</u>	<u>-</u>	<u>2</u>	<u>-</u>
Total	-	2	2	4	1
Percent	-	22	22	45	11
(11) Women are more personal, informal, less structured than men in organizing.					
Elmwood	-	-	-	2	-
Weeks	-	-	1	-	1
Kurtz	-	-	-	2	-
Roosevelt	<u>-</u>	<u>-</u>	<u>1</u>	<u>2</u>	<u>-</u>
Total	-	-	2	6	1
Percent	-	-	22	67	11
(12) Women are more sensitive than men, likely to take things personally.					
Elmwood	-	1	1	-	-
Weeks	-	-	1	-	1
Kurtz	-	-	-	2	-
Roosevelt	<u>-</u>	<u>1</u>	<u>-</u>	<u>2</u>	<u>-</u>
Total	-	2	2	4	1
Percent	-	22	22	45	11

Percentages rounded to equal 100%.

disagreed that, "Women do not work well under women."

Seventy-eight percent also disagreed with the following statement, "I would not wish to work with a woman as a fellow administrator."

Forty-five percent disagreed that, "Women are more child oriented than men," the eighth statement. Twenty-two percent agreed that men are better at decision making, 33 percent regarded this as a non-sex oriented role, and 45 percent disagreed.

Fifty-six percent of the administrator group do not believe that sex-bias is a problem in schools, according to their responses on the opinionnaire. Seventy-eight percent disagree that women are the more informal, less structured organizers, and fifty-six percent disagree that, "Women are more sensitive than men, likely to take things personally."

Among all responses made by the administrator sample group only two "strongly agree" choices were made, both of those in response to the fifth statement dealing with the need of young girls to have successful adult females to emulate.

Forty-six replies were received from the parent sample group: six from Elmwood parents, twelve from Weeks parents, and fourteen from each the Kurtz parent group and the Roosevelt parent group. Not all subjects responded to every statement on the opinionnaire, thus all totals on Table IX do not equal forty-six or 100 percent.

Sixty-three percent of the parent group gave a

TABLE IX
PARENT SAMPLE GROUP RESPONSES TO OPINIONNAIRE

	A strongly agree	B agree	C not sex- oriented	D strongly disagree	E disagree
(1) Men are better at public relations than women.					
Elmwood	-	-	2	4	-
Weeks	-	-	6	6	-
Kurtz	-	-	5	7	2
Roosevelt	<u>-</u>	<u>-</u>	<u>4</u>	<u>6</u>	<u>4</u>
Total	-	-	17	23	6
Percent	-	-	37	50	13
(2) Men are better disciplinarians than women.					
Elmwood	2	2	-	2	-
Weeks	1	5	4	2	-
Kurtz	4	2	-	4	4
Roosevelt	<u>2</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>-</u>
Total	9	13	8	12	4
Percent	20	28	17	26	9
(3) Women are more ambitious than men, therefore more committed to their careers.					
Elmwood	-	2	-	3	1
Weeks	-	2	2	6	2
Kurtz	-	4	2	5	3
Roosevelt	<u>1</u>	<u>1</u>	<u>6</u>	<u>1</u>	<u>5</u>
Total	1	9	10	15	11
Percent	2	20	22	33	23
(4) Women have a more sincere insight into the needs of people than men.					
Elmwood	-	5	1	-	-
Weeks	-	4	4	2	2
Kurtz	1	1	7	5	-
Roosevelt	<u>-</u>	<u>4</u>	<u>6</u>	<u>2</u>	<u>2</u>
Total	1	14	18	9	4
Percent	2	30	39	20	9

TABLE IX (Continued)

	A strongly agree	B agree	C not sex- oriented	D strongly disagree	E disagree
(5) Young girls need women in positions of authority to look up to.					
Elmwood	-	2	2	2	-
Weeks	1	5	-	4	2
Kurtz	2	4	4	4	-
Roosevelt	<u>1</u>	<u>5</u>	<u>-</u>	<u>6</u>	<u>-</u>
Total	4	16	6	16	2
Percent	9	35	13	35	4
(6) Women do not work well under women.					
Elmwood	-	1	-	5	-
Weeks	-	4	-	6	2
Kurtz	-	1	7	4	-
Roosevelt	<u>2</u>	<u>4</u>	<u>-</u>	<u>8</u>	<u>-</u>
Total	2	10	7	23	2
Percent	4	22	15	50	4
(7) I would not wish my child to attend a school at which a woman was principal.					
Elmwood	-	-	2	4	-
Weeks	-	-	2	2	8
Kurtz	-	-	1	6	7
Roosevelt	<u>-</u>	<u>-</u>	<u>1</u>	<u>9</u>	<u>4</u>
Total	-	-	6	21	19
Percent	-	-	13	46	41
(8) Women are more child oriented than men.					
Elmwood	3	-	1	1	1
Weeks	-	3	1	6	2
Kurtz	2	4	4	4	-
Roosevelt	<u>2</u>	<u>4</u>	<u>-</u>	<u>2</u>	<u>1</u>
Total	7	11	6	18	4
Percent	15	24	13	39	9

TABLE IX (Continued)

	A strongly agree	B agree	C not sex- oriented	D strongly disagree	E disagree
(9) Men are better at decision making than women.					
Elmwood	-	-	5	1	-
Weeks	-	2	4	6	-
Kurtz	1	1	2	6	2
Roosevelt	<u>-</u>	<u>2</u>	<u>4</u>	<u>8</u>	<u>-</u>
Total	1	5	15	21	2
Percent	2	12	33	46	4
(10) Sexism (textbook bias, sex-role stereotyping, classes for one sex only, etc.) is a problem in our schools.					
Elmwood	-	-	-	4	2
Weeks	2	5	-	2	-
Kurtz	1	1	-	6	2
Roosevelt	<u>1</u>	<u>3</u>	<u>-</u>	<u>9</u>	<u>1</u>
Total	4	9	-	21	5
Percent	9	20	-	46	11
(11) Women are more personal, informal, less structured than men in organizing.					
Elmwood	1	-	3	1	1
Weeks	-	3	3	4	2
Kurtz	-	2	2	5	4
Roosevelt	<u>-</u>	<u>2</u>	<u>4</u>	<u>8</u>	<u>-</u>
Total	1	7	12	18	7
Percent	2	15	26	39	15
(12) Women are more sensitive than men, likely to take things personally.					
Elmwood	-	2	4	-	-
Weeks	2	8	2	-	4
Kurtz	2	2	2	4	-
Roosevelt	<u>-</u>	<u>8</u>	<u>-</u>	<u>6</u>	<u>-</u>
Total	4	20	8	10	4
Percent	9	43	17	22	9

Percentages rounded to equal 100%.

negative response to the first statement, "Men are better at public relations than women." Thirty-seven percent regarded it as a non-sex oriented role and none of the subjects indicated agreement with the statement.

Men are believed to be better disciplinarians than women by 48 percent of the parent group. A small 17 percent regard discipline as a non-sex role and 35 percent disagree that men are better at this task.

More than half the parent group, 53 percent, disagree with the third statement, "Men are more ambitious than women, therefore more committed to their careers."

Response to the fourth statement, "Women have a more sincere insight into the needs of people than men," was fairly evenly distributed: thirty-two percent agreed, 39 percent gave it a non-sex characteristic, and 29 percent disagreed.

Forty-six percent agreed and 39 percent disagreed that, "Young girls need women in positions of authority to look up to," and 54 percent disagreed that, "Women do not work well under women."

The strongest response to any item came with an 87 percent disagreement with the seventh statement, "I would not wish for my child to attend a school at which a woman was principal," indicating a very positive attitude toward women principals. There were no parents among the sample group who agreed with this statement.

Forty-eight percent of the parent group believes that, "Women are more child oriented than men," while 39 percent disagree and only 13 percent regard this characteristic as non-sex oriented.

Only 14 percent of the parent group agreed with the statement, "Men are better at decision making than women." Thirty-three percent indicated that this is not a sex-oriented role, and 50 percent disagreed with the statement.

The parent group did not view sex-bias as a problem in schools. Fifty-seven percent disagreed with the statement that it is a problem and 29 percent agreed that it is.

Fifty-four percent of the parent group do not agree that women are more informal, less structured in organizing than men, while 51 percent do agree that, "Women are more sensitive than men, likely to take things personally."

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study deals with the problem of the imbalance which exists in education between the numbers of women employed in the profession and the numbers of women who serve as administrators in the profession. There are many explanations, assumptions, and conjectures offered by writers in the field of account for the relatively few number of women in positions of educational leadership. One of these assumptions, that there is an attitude on the part of society that it does not want women as leaders in education, is the specific concern of this study.

An attempt has been made to separate the segments of society most directly related to the school community: students, parents, teaching faculty and administrators and to determine what the attitudes of those segments are toward women as administrators, particularly in the Des Moines Public Schools.

The study seeks to answer two questions:

1. What are the attitudes of
 - a. students
 - b. parents
 - c. teaching faculty
 - d. presently employed administrators
 - e. teacher training institution faculty

in the Des Moines area and particularly in the Des Moines Public Schools, toward women administrators?

2. How do these attitudes differ from one group to another?

In order to determine these attitudes sample groups were selected which most nearly represented a cross-section of the school population. There is no "typical" nor "average" school, but schools were chosen primarily because they serve middle class neighborhoods, or cut across neighborhood class structures. Thus Elmwood Elementary School, Kurtz Junior High School, Weeks Junior High School and Roosevelt High School were used as participants in this study. It was decided to use an intermediate class in each building, thus the subjects would be neither the oldest nor the youngest students in the buildings. Accordingly each principal chose the class to serve as subjects in the various buildings: a fourth grade class of twenty-four students at Elmwood, an eighth grade class of twenty-two students at Kurtz, an eighth grade class of twenty-six students at Weeks, and an eleventh grade class of thirty at Roosevelt. The intention had been to use classes of approximately thirty students each, having a total student sample group of 120. The actual total, however, was 102. Two junior high groups were used because one of those is served by Des Moines' only female secondary principal and it was determined that a comparison of the responses given by that school's community to the

responses given by a neighboring junior high's community would be relevant to the findings of this study.

A parent group, whose total numbers matched the student group, was systematically selected from the class enrollment cards at each of the participating schools. No attempt was made to select parents of students participating in the study, but a number equal to the number of students in each age group was used, resulting in twenty-two parents of fourth grade children, forty-eight parents of eighth grade children, and thirty parents of eleventh grade children making up the sample group.

The faculty groups were selected systematically within-sex, keeping the ratio of men to women the same as that existing among the total faculty. Sixteen Elmwood teachers, twenty-four Roosevelt teachers, thirteen Weeks teachers and twelve Kurtz teachers comprised the faculty sample group.

The administrators of the four participating schools total eleven and all members were used in this study.

An attempt was made to determine attitudes of members of the Drake University College of Education faculty. The response of this group was so poor, however, that it was felt that the inclusion of that particular set of data would contribute nothing to this study.

When these groups were identified and all cooperating building principals had been contacted, opinionnaires were

administered. These opinionnaires had previously been pre-tested, revised, and finally validated. Wording was changed only slightly within each opinionnaire in order to make the statements more appropriate to the groups which were asked to complete them. Three sets of opinionnaires were delivered to each of the four schools. The teaching faculty opinionnaires and administrator opinionnaires were placed in individual mail boxes and the student set accepted by each principal who determined the class to which it would be given. These three sets were returned to the researcher through the school "bag" system. The fourth and fifth sets of opinionnaires were mailed directly to the parent group and the university faculty group with a self-addressed, stamped envelope enclosed. Each of the faculty, administrator, parent, and university faculty opinionnaires was accompanied by an explanatory cover letter. Follow-up postal cards were sent ten days later to those who had not replied by mail at that time.

Once the author was satisfied that no more returns were forthcoming the results were tabulated, analyzed and are here summarized.

SUMMARY AND CONCLUSIONS

Students and teaching faculty regarded the first statement, "Men are better at public relations than women," as a non-sex oriented task. Women teachers, showing a

definite lack of confidence in their own sex, agreed in much larger numbers than men teachers that men are better at public relations. The fact that parents and administrators disagreed with the statement shows a confidence in women's ability to perform this task. Women teachers themselves are the only group with a negative attitude.

The attitudes of students, parents and older teachers are alike in viewing men as better disciplinarians than women. The term "better" is somewhat ambiguous here and the data does not indicate whether the respondents perceived "better" to mean more effective, more strict, more physical, the definition is a subjective one. The conclusion must be drawn, however, that students and parents do not see women as equal to men in this role. Administrators and teachers under forty-five see no sex differences in discipline. The school personnel seems to see itself as performing one way; those served by the school see performance in another way.

Adult and youthful attitudes separate on the question of career commitment. Adults tend to see women with ambition and a career commitment. Women teachers particularly made this response. This would indicate that women do not view their jobs as temporary or as "helping out" the family. The fact that student response to this statement indicated no definite attitude might be attributed to an inability of students to grasp the concept of an adult career commitment. This would account for the widely dispersed student response.

Women teachers outnumbering men nearly two to one, show a belief in their own ambitions that men teachers do not show in women.

The study shows no prevailing attitude held in common by any sample groups toward possession of insight into the needs of people by men or by women. Students agreed with the statement in item four, administrators disagreed, teachers chose response "C" and parents divided their responses among the five choices. Such diversity in responses from the various groups indicates that this quality "insight" has different meanings to different groups. It is a difficult quality to assess and there was no unity of assessment among the individuals sampled.

All segments of society used in the study believed that young girls do need women in positions of authority to look up to. It was to be expected that women teachers and younger teachers would find this to be true. An interesting result was that older teachers indicated agreement more strongly than those in the middle age group. Among all responses made by administrators to the opinionnaire only two choices of "strongly agree" were made, and those two were in response to this fifth statement. It may be concluded from the data that most people associated in some way with education believe that young girls do need successful women as career models. The next step is to establish more women in such positions.

The sixth statement contains an idea that appears frequently in the literature and one that is heard in faculty lounges and private conversation. Publicly, however, the statement, "Women do not work well under women," is one with which all segments of the school community groups sampled disagree--and with some decisiveness. Student group responses were dispersed on this item. It was suggested in the data analysis section that most students have not yet worked under an adult in a job area, whether male or female, and therefore were unable to respond from first-hand experience, only indirectly or from hearsay. Adults expressed rather strong disagreement with the statement, particularly the older, more experienced teachers. The study would seem to support the generalization that adults hold the belief that women do work well under women in administrative positions. The persistent, nagging undercurrent remains, however, that belies this conclusion of the study.

There were no segments of the population for this study that expressed a negative attitude about working with, working for, or attending a school which had, a woman as principal. Among teachers the sex of the respondent was not a determining factor in this response. The only dissent came from the under thirty age group teaching eight or fewer years, that group showing that it would not wish to teach under a woman principal. The fact that the Kurtz faculty, teaching under a woman principal, had no respondents who

agreed indicates a satisfaction in that school with its female principal. Kurtz students disagreed more strongly that the comparative school, Weeks, which showed a much smaller number who disagreed with the statement. As shown in the data analysis, nearly three times as many of the high school students disagreed as agreed. Since there are no female high school principals in Des Moines, and only two female assistants or advisers among twelve males during the 1973-74 school year when this study was done, the study would support the conclusion that the reason for the absence of women in high school administrative positions is not a negative attitude on the parts of students, nor from any segment of the school related population sampled.

Students, parents, male and older teachers, agree with item number eight, that "Women are more child oriented than men." Since schools would seem to be of necessity child oriented, this reflects some self-criticism by male faculty members. Taken as a whole, teachers do not see either males or females as being more child oriented. Students and parents, however, agreeing with the statement, indicate that while the school employees do not see themselves in this manner, they are viewed in this way by the students and parents they serve.

All groups tended to view the role of decision maker either as a non-sex oriented role or they disagreed that, "Men are better at decision making than women." The students

and administrators were somewhat more divided than parents and faculty. It is interesting to note that students followed traditional sex lines, boys strongly agreeing that men are better decision makers, girls strongly disagreeing. The study shows that the school community as a whole does not have the attitude that women are indecisive and unable to make decisions required of leaders. A large number express the attitude that the individual's sex plays no part in the performance of the task.

In spite of the June, 1974, proposed regulations published by the Department of Health, Education and Welfare for ending sex discrimination in education in such practices as offering home economics courses solely to girls and shop courses solely to boys, the students and adults, with one exception, do not believe that sex-bias is a problem in the Des Moines public schools. That one exception is found in the teaching faculty group 31-45 years of age and with 9-23 years of teaching experience. This group responded that sex-bias is a problem. Additional research to determine why this age group and not the other two see sex discrimination in schools would be an enlightening attitudinal study. An explanation might serve to separate Des Moines from many schools nation-wide. In the secondary schools included in this study, any student, whatever his or her sex, has been allowed for a number of years to enroll in what are traditionally sex-oriented classes: shop, home economics, foods,

child development, etc. In the two junior high schools participating in this study, male students are required, however, to take a health course and the response of this age group of the student sample group bears this out: the junior high students agree that sexism is a problem. The study indicates that the school related segments of the Des Moines community sampled, do not as a whole, have an attitude that sex-bias or discrimination is a problem locally.

The sample groups were unanimous in their disagreement that, "Women are more personal, informal, less structured than men in organizing." In all groups the largest segment either disagreed or strongly disagreed. Neither age nor sex made differences in the responses. It cannot be concluded from the study's findings that men or women are better at tasks of organization, only that women are not more informal, less structured than men in organizational skills.

Item twelve brought a response similar to that in item eight: faculty see themselves as one way, students and parents see them in another. Students, by the largest total given in response to any single statement, agreed that, "Women are more sensitive than men, likely to take things personally." In agreement also are parents and the one group of teachers over forty-five years of age. Perhaps of more importance to the school image in this area is not how it sees itself, but how it is seen by others.

The findings of this study, when viewed as a whole,

do not show any strong negative attitude toward women in administrative positions. The statements included in the opinionnaire have sought to describe tasks, roles or characteristics common to all administrators. In making some generalizations based on responses to these statements, the study shows that men and women are considered equally able at public relations, at having ambition and a career commitment, at having insight into the needs of people. Women are perceived as working as well under women as under men, as being able to satisfy the community in assuming principalship of a school. Men and women are viewed as being equally able to make decisions and to organize effectively. Males are believed to be better disciplinarians by parents, students and older teachers, not, however, by the majority of the teaching faculty nor by administrators. Women are considered to be more sensitive, taking things more personally than men. Most segments of the study believed that young girls need successful women as models to emulate, and most segments do not perceive the Des Moines schools as having a particular problem of sex bias or discrimination.

RECOMMENDATIONS

Some recommendations for women in education arise from the findings of this study. One of the important areas of difference is in the area of discipline. It is generally assumed that discipline is one of the tasks of an

administrator. The responding groups regard men as performing this task better than women. Women, therefore, need to improve the public's perception of women as disciplinarians, either by performing the task more effectively or if it is being performed effectively, by convincing the public that it is being done.

Another area of discrepancy between what people believe and the situation that actually exists is in the area of career commitment. Women have evidently done a selling job to the public that they are serious about their own careers and that they do possess pride in their own ambition. Yet there remain the small numbers who have advanced in their careers in education.

If, as the results of the study indicate, most people do feel a need for young girls to have successful women to emulate, education has a definite responsibility to provide opportunities for women to fill these roles. Not only the women in education but the men as well should seek to find the best possible people to serve as models for young people. Education should not find itself guilty of perpetuating the old cliché about it being a man's world. A disservice is done to half the population by allowing young girls and women to believe this.

The study confirms the statement that women work well under women and no segment of the population shows any reluctance at working with or for a woman. A full circle has

been made. The question with which this study began, "Why are there so few women administrators?" remains unanswered. The study does not answer the question, nor has it sought to. If the attitudes expressed by the subjects here are honest, the study does show that there are few reasons not to place women in administration.

An observation may be made from the data which shows that women are perceived to be more child-oriented than men. Rather than a recommendation for women to take action in this area, it would seem that male educators would regard this as criticism of the role they play with young people.

Participants in the study are out of step with the nation as a whole in their belief that there is no sex-discrimination in the Des Moines schools. A study should be done in this area within the city to determine if these opinions are based on practices. Is there actually no sex-discrimination in the Des Moines public schools?

A study should be done where this one failed, exclusively in the area of higher education, seeking to determine what steps are being taken to encourage college and career women to enter fields of administration.

Further research pertinent to the question would seek to specify the methods that are being used, if any, in the Des Moines public school system to recruit promising women into graduate programs in administration. This study should also show what effect such recruitment programs are having

on increasing the number of qualified women available for administrative assignments.

In practice there are relatively few women in positions of leadership in education. This study has shown that whatever the reasons are, an attitude of opposition to women as administrators is not one of the reasons keeping women out. Several suggestions have been made here for further studies which might provide some of these answers to education.

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APPENDIX

SAMPLE COVER LETTER

May 9, 1974
1000 43rd
Des Moines, Iowa
50311

Dear Faculty Member:

In fulfilling the requirements for a graduate degree in secondary administration at Drake University, I am conducting a study on attitudes toward women as administrators in the Des Moines public schools. A similar opinionnaire is being sent to several groups of students, parents, public school faculty, public school administrators and university faculty.

I would appreciate your thoughtful completion of the enclosed opinionnaire. Only in this way can honest attitudes toward women in positions of leadership be obtained.

If you wish, I will be happy to provide you with the results of the study once they are compiled.

Sincerely,

Barbara Prior

FACULTY ATTITUDE OPINIONNAIRE

Male _____ Female _____ Age _____

Teaching level: elementary _____ secondary _____

Marital status: single _____ married _____
divorced/separated _____ widowed _____

Years of teaching experience _____

The following statements represent opinions and attitudes. You will probably agree with some and disagree with others. There are no right or wrong answers. Please read each statement carefully, then indicate the extent to which you agree or disagree by checking the appropriate box.

- a. I strongly agree
- b. I agree
- c. Not a sex-oriented role
- d. I disagree
- e. I strongly disagree

1. Men are better at public relations than women.
2. Men are better disciplinarians than women.
3. Men are more ambitious than women, therefore more committed to their careers.
4. Women have a more sincere insight into the needs of people than men.
5. Young girls need women in positions of authority to look up to.
6. Women do not work well under women.
7. I would not wish to teach under a woman principal.
8. Women are more child oriented than men.
9. Men are better at decision making than women.
10. Sexism (textbook bias, sex-role stereotyping, classes for one sex only, etc.) is a problem in our schools
11. Women are more personal, informal, less structured than men in organizing.
12. Women are more sensitive than men, likely to take things personally.

[illegible]

STUDENT ATTITUDE OPINIONNAIRE

Male _____ Female _____ Age _____

Grade in School _____

The following statements represent opinions and attitudes. You will probably agree with some and disagree with others. There are no right or wrong answers. Please read each statement carefully, then indicate the extent to which you agree or disagree by checking the appropriate box.

- I strongly agree
- I agree
- Not a sex-oriented role
- I disagree
- I strongly disagree

1. Men are better at meeting people than women.
2. Men are better disciplinarians than women.
3. Men are more ambitious than women, therefore more committed to their careers.
4. Women have a more sincere insight into the needs of people than men.
5. Young girls need women in positions of authority to look up to.
6. Women prefer a male boss.
7. I would not wish to have a woman as principal of my school.
8. Women are better with children and young people than men are.
9. Men are better at decision making than women.
10. Sexism (textbook bias, sex-role stereotyping, classes for one sex only, etc.) is a problem in our schools.
11. Women are more relaxed and easy-going than men.
12. Women are more sensitive than men, likely to take things personally.

[illegible]

ADMINISTRATOR ATTITUDE OPINIONNAIRE

Male _____ Female _____ Age _____

Present administrative position _____

Marital status: single _____ married _____
divorced/separated _____ widowed _____

Years of experience in education _____

The following statements represent opinions and attitudes. You will probably agree with some and disagree with others. There are no right or wrong answers. Please read each statement carefully, then indicate the extent to which you agree or disagree with it by checking the appropriate box.

- a. I strongly agree
- b. I agree
- c. Not a sex-oriented role
- d. I disagree
- e. I strongly disagree

	a	b	c	d	e
1. Men are better at public relations than women.					
2. Men are better disciplinarians than women.					
3. Men are more ambitious than women, therefore more committed to their careers.					
4. Women have a more sincere insight into the needs of people than men.					
5. Young girls need women in positions of authority to look up to.					
6. Women do not work well under women.					
7. I would not wish to work with a woman as a fellow administrator.					
8. Women are more child oriented than men.					
9. Men are better at decision making than women.					
10. Sexism (textbook bias, sex-role stereotyping, classes for one sex only, etc.) is a problem in our schools.					
11. Women are more personal, informal, less structured than men in organizing.					
12. Women are more sensitive than men, likely to take things personally.					

PARENT ATTITUDE OPINIONNAIRE

Male _____ Female _____ Age _____

Ages of children in public school

Marital status: single _____ married _____
divorced/separated _____ widowed _____

The following statements represent opinions and attitudes. You will probably agree with some and disagree with others. There are no right or wrong answers. Please read each statement carefully, then indicate the extent to which you agree or disagree by checking the appropriate box.

- a. I strongly agree
- b. I agree
- c. Not a sex-oriented role
- d. I disagree
- e. I strongly disagree

1. Men are better at public relations than women.
2. Men are better disciplinarians than women.
3. Men are more ambitious than women, therefore more committed to their careers.
4. Women have a more sincere insight into the needs of people than men.
5. Young girls need women in positions of authority to look up to.
6. Women do not work well under women.
7. I would not wish my child to attend a school at which a woman was principal.
8. Women are more child oriented than men.
9. Men are better at decision making than women.
10. Sexism (textbook bias, sex-role stereotyping, classes for one sex only, etc.) is a problem in our schools.
11. Women are more personal, informal, less structured than men in organizing.
12. Women are more sensitive than men, likely to take things personally.

[illegible]

